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ADULT SPECIAL EDUCATION

Adult Special Education

SKILL DEVELOPMENT FOR ADULTS WITH MENTAL HANDICAPS

A Resource Book for Individual Instruction in Group Settings

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Preface

The material in this book was developed over a period of four years, through the collaboration of a great many people and in response to a particular need in the community. Many adults with mental handicaps, after spending years learning functional skills in school, sat at home after graduation. The reason for this appeared to be that they lacked the opportunities to use their skills, and consequently lost them. The challenge was, therefore, to find a way not only to reteach the lost skills, but to ensure that there would be suitable environments available in which students could exercise their skills and develop them to a fuller extent.

In compiling this resource book, available teaching materials and methods were examined and drawn upon where appropriate. All of the materials were developed in response to specific needs and can be changed and modified to meet other needs; effective program development cannot remain static. The ideas presented provide a starting-point, a place from which to develop individual programs tailored to the needs of the individuals with whom you are working.

The material in this book is based on the following premises.

* Adults with mental handicaps, regardless of the severity, have a right to education and training.

* Their education and training should be provided in a setting suitable to their age and learning needs.

* To be of lasting benefit, such education or training needs to be planned and delivered in the way that is best suited to the learning style of each individual.

* Acquired skills should have immediate application to the life of the student.

* Adults who have mental handicaps have the right and the potential to acquire work and work-related skills that will enable them to take part in productive, meaningful activities and thereby contribute to their communities.

The material in this book is intended for use with persons with mental handicaps whose educational/training programs may be implemented by residential or vocational staff, life skills workers, or instructors in college and continuing education settings.

Rather than being focussed on one particular 'level' of handicap, the material is intended to be adaptable for a range of individuals, from those with reading and writing skills to those who are unable to read or write and have a limited ability to communicate. Some examples of teaching techniques are given in the text, but the intention is to avoid the duplication of materials available elsewhere.

It is expected that trainers who use the process and material in this resource book have the basic training techniques to implement programs for persons with mental handicaps. It would help the trainer if he or she is familiar with activity analyses, task analyses, prompting, and data collection.

Lorne J Thompson

Lorne Thompson,
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Table of Contents

Preface iii
Acknowledgments v

Part I: Process and Organization

Introduction 3
  Role of the Trainer 5
  The Learning Contract Process 5

Part II: Skill Development

Work Settings 13
  Sheltered Workshops 20
  Volunteer Work Placement 34
  Competitive Work Situation 45

Classroom-Based Training 61
  Class Participation Skills 67
  Personal Skills 81
  Social Skills 107
  Human Awareness Skills 141
  Work Skills 175
  Peer Training Skills 217

Home Settings 233
  Home Security and General Safety 262
  Fire and Electrical Safety 267
  First Aid and Health 272
  Kitchen Skills 275

Transit 281
  Crossing the Street 281
  Taking the Bus 282

Part III: A Sample Program

Orientation to Supported Work 289

Part IV: Resources

Bibliography 337
Appendix A: General Service Plan 339
Appendix B: Training Strategy Sheet Questionnaire . . . 341
Appendix C: Instructional Artwork 344

PART I

PROCESS AND ORGANIZATION

INTRODUCTION

The process used in the development and delivery of programs for persons with mental handicaps has seen rapid change in the past ten years. It is now clear that programs for adults must satisfy the following requirements.

* They must be developed around activities in which the person wishes to participate, and determined through a planning process with the person, prior to training.

* The skills to be taught must be experienced and analysed by the instructor prior to any training being attempted.

* The techniques used to teach the skills must be based on the existing skills of the student and the individual's learning style, determined by working with the potential student in an initial assessment of the specific skills.

* The acquired skills must allow the individual to participate in some, if not all, parts of the identified activity.

In an attempt to satisfy these requirements, this document advocates the use of a **Learning Contract**. While the concept of learning contracts is not new, their application in this document is unique and invaluable. They are used to ensure that the student will have goal-related training and the opportunity to use the newly acquired skills in an appropriate environment. The long-term goal of a Learning Contract specifies the environment; without this factor, there is no guarantee that the student will be able to use the skills after they are learned.

The key element in the learning contract process, therefore, is the commitment by a person, who may represent an agency, program, or work site, to provide the opportunity for a student to use the skills acquired as a result of training. With this commitment, the contract becomes an effective tool in the process of making things happen in the lives of people who have mental handicaps. A Learning Contract can be used in any kind of setting, whether educational, residential, or vocational, where the intent is to increase the availability of appropriate environments for individuals with mental handicaps.

The importance of the environment cannot be over-emphasized in the training of persons with mental handicaps. Teaching skills in the environment in which they are to be used is almost always the most effective technique; with students who have severe handicaps, it is the only effective technique. It is therefore important to ensure that the ultimate environment is available before beginning to teach anything.

The role of the Learning Contract in group instruction is also important. Not only is it an aid in defining exactly what skills need to be taught, but it provides an opportunity to identify the environment in which the students will be using those skills. Group instruction has often been done in a sort of vacuum; students attend a course, learn some new skills, and enjoy the socialization and the change of scene; but when the course is over, nothing has changed in their lives, and the new skills are soon lost for lack of an opportunity to use them. If the course is offered again, many of the same students will come back to relearn what they have already been taught.

The use of Learning Contracts for group instruction can be an effective way of breaking this cycle. When another person signs the contract and agrees to ensure that the student will have the opportunity to use these skills after the course is over, it is far less likely that the skills will disappear from lack of use. It is also far more likely that opportunities for the use of the skills will increase, not only for that student, but for others as well.

For example, if a course on job-related skills is to be offered, the first question to ask is, "Who is going to make sure that the students have work settings in which to use these skills after they acquire them?" Once that question is answered, it is easy to plan the course so that the students will be learning the skills they will need in those work settings.

Many of the materials presented in this book illustrate examples of training specific persons for specific goals, and consequently should not be used exactly as presented. **All** programs must be individualized to the person and the place where the skills are to be used.

Students are often limited by the options available to them. For example, a person might be able to work in a small, supervised group in a competitive setting, but the only option available may be a sheltered workshop. This can create the impression that the person has to work in a sheltered setting because of his or her limitations, when this is not, in fact, the case. To offset this danger, reports and recommendations should always draw attention to the potential of the person, and stress the need for more challenging options.

Role of the Trainer

In any training setting, the role of the trainer is more than just to teach the student the selected skills. The trainer's attitude toward the student will also have a considerable effect on the attitudes of the other people in the setting. A positive approach on the part of the trainer will allow the student to use his or her strengths and skills in such a way that others in the setting will perceive the student as able to learn and participate in various activities. In addition, the trainer can provide opportunities for others in the setting to learn to interact normally and comfortably with the student.

In this way, both the student and the others in the setting can benefit from modelling by the trainer. People can learn in informal ways to interact with, train, or support an individual who has significant handicaps; the student can learn to interact with others in as normal a way as possible.

The teaching of skills is certainly the first responsibility of the trainer, but the indirect teaching provided by the attitude of the trainer is equally important in determining how successfully the student is integrated into the setting.

When training is carried out on site, it is important to clarify the responsibilities of the on-site supervisor/staff and the responsibilities of the trainer, especially where overlap and potential conflict exist. If the roles are written down, co-operation is facilitated and misunderstandings are prevented.

The Learning Contract Process

When a student is referred for training, it is necessary to identify the support people who are available to assist the student during training and who will follow-up on the application of acquired skills. The determination of the long-term goal and related short-term goals can be identified in an interview. However, a General Service Plan (see Appendix) can provide a framework for total life planning, which may assist in setting appropriate goals.

Based on the goals identified, the trainer will go to the environment and do an Activity Analysis. This analysis includes all of the routines necessary for the student to function in the specified environment. When specific skills are needed that are unique to the environment, the trainer will identify the skills and write a Task Analysis so that the task can be taught to specifications.

The trainer will prepare a **Skills List** (based on the activity analysis and/or task analysis) to be used for the assessment and for keeping the data used to determine when criteria have been achieved.

A **Skill Assessment** is done while the student is performing the skills in the environment where they are to be used, doing the activities identified in the activity analysis. The assessment period may be a matter of hours, days, or even months, depending on how often the skills occur in the routine of the environment. Training will be taking place concurrently if the assessment takes an extended period of time.

The assessment identifies the skills that need to be acquired and these are written into performance objectives on the **Learning Contract**. Only those skills that can reasonably be accomplished in the contract time (usually three months) should be written into objectives.

Performance Objectives identify the **condition** or environment where the student will demonstrate the **behavior** or skill that is to be acquired. The **criteria** will indicate how to determine if the skill has been acquired.

The condition should include, whenever possible, the environment proposed in the long-term goal. The behavior should be measurable and specific to the environment. The criteria should indicate the quality of the skill and allow enough performances of the task to ensure acquisition.

Quality may be specified in a number of ways, such as the number of times something is done in a period of time, the length of time it takes to do a task, or the number of errors allowed. Quality may also consider if skills are done independently or with a group. The data may be recorded as a percentage or a number of successful performances vs. the number of opportunities. It is important that all criteria be determined with the personnel in the environment where the student proposes to use the skills.

The following are examples of typical performance objectives.

- When working on the heat sealer at Mega Productions, the student will seal all packages 10 cm X 12 cm or smaller, with 90% accuracy during 10 consecutive 1.5 hour work periods.

- When going to and from home to the tax centre, the student will take the bus independently on five consecutive days.

- During class, the student will explain, five times over a three-month period, the meaning of employer, employee, full-time, part-time, on call, time clock, deductions, holiday pay, fired, and laid off.

The objectives on a Learning Contract should reflect those skills that will enable the student to experience the most immediate success in the activity. A series of contracts may be necessary to achieve the greatest possible participation. The number of objectives selected for a contract should reflect a reasonable goal for both the student and the trainer, so that both can experience success. The contract review dates should be far enough apart to allow for progress and close enough to prevent stagnation. The number of hours per day of instruction will also affect the length of the contract period. An intensive program will need to be reviewed more frequently than one that calls for only a few hours over a number of weeks.

As training takes place, data should be kept to see which teaching strategies are effective, how long a student takes to acquire a skill, and what prompts are most effective. Only when the skill has been learned can the trainer collect data that will accurately measure whether the student has met the performance objectives. Otherwise, the student will be evaluated for learning time and not on skill acquisition and retention.

The **Training Strategy Sheet** is written during training and is continually adapted and revised. At the conclusion of training, it is available (with student permission) to future trainers.

The purpose of a Training Strategy Sheet is to provide as much continuity as possible in the student's environments. In most program settings, a number of different people interact with a student over a period of time, due to shift patterns and staff turnover. The Training Strategy Sheet summarizes the current techniques that seem to help an individual learn; it should be continually adapted and changed as the student learns and changes. Everyone who uses a Training Strategy Sheet will have something to add or change.

Strategies included on a Training Strategy Sheet can cover a wide range of topics, including ways to adapt materials, communication modes, prompting techniques, environmental adaptations, and/or behavior management techniques. A Strategy Sheet Questionnaire (see Appendix) was developed to provide some ideas of what to consider when starting to compile a Training Strategy Sheet. Not all of the sections identified will be relevant to every student; include on the Training Strategy Sheet only those items that seem to be most important in working with a particular individual. The sheet should be brief, preferably one page.

To ensure that the most effective strategies for the individual have been found, they must be written down and data kept to determine their effectiveness. Changes may be minor, and it may take several changes to find the best combination of strategies.

Identifying effective strategies is the most difficult aspect of training and requires observation, analysis, and, above all, creativity. The least intrusive intervention or adaptation is generally preferable in enabling the student to be successful. Sometimes major adaptations are necessary for the student to experience initial success during training; these should be reduced to the minimum level at which the person can experience success by the completion of training.

The **Learning Contract Report** analyses the data to determine progress toward the criteria specified in the performance objectives. The trainer will use the Skills List to assess the student on the acquisition or loss of any skills not included on the Learning Contract. If all skills necessary for the student to function in the proposed environment have been achieved, the contract is completed. If there are additional skills to be acquired, these are written into performance objectives and a new contract is written. It may be determined that the goals for the person are not appropriate and the contract may be changed or cancelled.

The student, support person, and the referring agency person attend the **report meeting** to share in planning for the next contract or to accept responsibility for the use of the acquired skills as specified in the long- and short-term goals.

Individual **student files** should be maintained with referral material, Learning Contracts, Training Strategy Sheets, data sheets, and Learning Contract Reports. Some students may need to take refresher courses or have skills adapted or changed to meet changes in the environment. If the student receives training in more than one location, information should be shared (with the student's permission) to enable training to build on previously learned skills, using tested teaching strategies. These files should be maintained over the person's adult life.

The Learning Contract Process: An Example

The following example shows how the learning contract process affected the life of a young woman named Caroline Lee, who had just finished school. During the meeting for her General Service Plan (see Appendix), she said that she did not want to go to the local sheltered workshop. Her mother wanted her to be active, but had reservations about her going out on her own because Caroline's speech was not clear and she did not know how to ride the bus by herself.

Caroline was referred to a community college program. A long-term goal identified for her was to use community facilities, and this would require that she learn to ride the bus independently.

Since personal safety was the first concern, Caroline's first performance objective was to use a pay telephone, which would ensure that she could call home for assistance if necessary. Although she could not read numbers, she could match them, and this provided a training strategy.

Another of her long-term goals was to take part in integrated recreation, so the short-term goal on her second Learning Contract was to attend a women's fitness class at the community centre. This contract contained the performance objectives of paying for her ticket, taking part in the exercises and swimming, and having a shower and washing her hair.

In order to plan for future Learning Contracts, an assessment was made of the skills Caroline would need to take a food services training program. This resulted in a Learning Contract to increase Caroline's verbal communication skills. She learned to ask directions in a store, order a meal in a restaurant, give a message on the telephone, and ask for change.

After six months of training, which averaged about eight hours a week, Caroline was ready for an introduction to the world of work. The recreation centre where she took her fitness class provided the setting and the supervision for a community volunteer program. Caroline did nine hours of cleaning per week for twelve weeks, for which she received $50 a month. The Learning Contract for this work specified that she would take the bus to and from work, arrive at work on time or notify her employer if she was sick, sign in on arrival, dress appropriately, use a symbolized work schedule, and follow the instructions of the centre staff.

A year later, Caroline was still attending her fitness class and was on the waiting list for a college food trades program. She had had speech training, taken night school courses, and attended a college course on human awareness. A new Learning Contract was written to train her to be a volunteer in the kitchen at an adult day centre, where she could learn skills that would be useful to her in the food trades. Once again, the environment was the key to success of this contract. Caroline had the opportunity to learn and practise many skills that she needed to be ready for the demands of the food services program.

None of Caroline's Learning Contracts would have been written unless there was a guarantee of an environment where she could use her newly acquired skills. There would have been no point in teaching her to ride the bus unless she had somewhere to go; it would have been equally pointless to arrange a volunteer experience that was not related to the next step in her plan (i.e., food trades training). By emphasizing the importance of the next environment to a training situation, it is possible to increase the chance that the students will retain the skills already learned and also create more opportunities for their participation in the community.

PART II

SKILL DEVELOPMENT

WORK SETTINGS

Of all the skills we can teach to adults with mental handicaps, perhaps the most important are work and work-related skills. An individual who is unable, for whatever reason, to take part in productive activity for at least part of the day misses a valuable opportunity to develop many skills and abilities. Equally important is the fact that the way a person is perceived by family, acquaintances, and society as a whole is usually enhanced if that person is seen as being in some way a contributor to that society.

Work and work-related skills cover a broad range of activities, and many of these skills are specific to a particular work setting or job. However, there is a common core of skills that are needed in order to be successful in any work situation. The Work Skills List at the end of this introduction is an attempt to catalogue these under several headings. It can be used to assess the current work skills of a student and compare his or her present level of functioning to that needed for competitive employment, should that be the eventual goal.

In this section, we will look at three examples of work training programs in different settings - a sheltered workshop, a volunteer work placement, and a competitive work situation. The starting point for each of these programs is an assessment of the student's skill level in all areas shown on the Skills List: Work Routines, Work Skills, Work Attitudes, Interpersonal Skills, Employer/Employee Relations, Appearance and Hygiene, Breaks/Lunch and, where appropriate, Washroom Use.

The initial assessment can take from several days to several weeks to complete. This is partly due to the length of the Skills List; but it is also important to give the student more than one opportunity to demonstrate a skill or behavior. Particularly when the environment is an unfamiliar one, a one-shot assessment does not give an accurate picture of a person's abilities.

It is also important that the assessment be done in the actual environment where the person will be expected to function. Particularly with severely handicapped individuals, skill transference from simulated to actual settings is very difficult and usually creates a need for retraining in the new environment.

Based on the assessment, short-term goals and performance objectives are developed for the Learning Contract. Specific training techniques are chosen and teaching plans written so that consistency is maintained during the training. Data collection sheets are used to ensure that the student's progress towards his or her goals is tracked accurately.

At the end of the three-month learning contract period, a Learning Contract Report is written to summarize the student's progress to date and make recommendations based on the current situation. A Training Strategy Sheet, describing training techniques or adaptations that were particularly useful for this student, is added to the report on a separate page. Sample Learning Contracts, Learning Contract Reports, and Training Strategy Sheets are included in each of the examples in this section.

Individualized skill development does not occur in isolation. Since skills are taught in natural settings, it is probable that other people are active in the immediate vicinity, which provides an opportunity for simultaneously training several students. They may start all at the same time or one at a time; when intensive initial training is required, two-week intervals between students may be appropriate. Since the goal for each student is independent functioning, it is important not to provide training or support in excess of the students' needs. They will appear less competent to others in the environment if they receive prolonged one-to-one training.

In Example One, two other students were receiving training at the same location. The long-term goal and short-term goals for all the students were the same; the trainer had only to write individualized performance objectives and carry out their training accordingly.

In Example Two, the trainer worked with the student on a one-to-one basis for the first four days, then was available for short periods to do specific training, and finally dropped in for a few minutes every week to check with the site supervisor.

In Example Three, the student received intensive one-to-one training for three weeks, then specific training for short periods. By the three-month point, support consisted of scheduled meetings with the student and the work site supervisor.

The following is a list of work and work-related skills that can be used as a basis for assessment of an individual in a particular setting. It is only a suggested list and is meant to be adapted to the actual work environment by the addition of items as needed and the deletion of skills that are irrelevant for that person or setting.

The key used on the Work Skills Assessment in the following examples is:

I = Independent. The student can perform the skill independently, without a reminder.

V = Verbal. The student can perform the skill, but usually or always needs a verbal cue or cues to begin and/or complete the activity.

N = Not performed. The student does not perform this skill, even when requested to do so.

N/O = No opportunity to observe. When this occurs during the assessment period, the trainer needs to make sure that the student has an opportunity to demonstrate this skill as soon as possible; this may involve setting up a situation, if one does not happen spontaneously.

Work Skills List

Work Routines

- request information for personal needs (bathroom, etc.)
- arrive for work on time
- notify supervisor if going to be absent
- place belongings in locker/designated area
- find place at work area
- attend work daily
- initiate daily or routine activities
- work without direction
- work through routine distractions
- demonstrate minimal work stoppage due to sudden noise or unusual disractions
- work continuously
- complete assigned tasks
- notify supervisor at the completion of assigned task
- remain at workplace
- clear work area when finished
- return supplies and equipment to proper storage area
- demonstrate appropriate response to routine work signals
- leave building for fire alarm or drill
- leave work area according to schedule
- wait for ride; go to bus stop/destination

Work Skills

- follow verbal instruction
- follow written instruction
- perform previously learned tasks
- perform work task without wasting materials
- work on co-operative tasks
- assist others when requested
- ask for clarification when necessary
- request assistance when necessary
- request materials when necessary
- identify mistakes
- correct mistakes pointed out by supervisor
- demonstrate care with materials and property
- demonstrate safety consciousness
- report problems to supervisor
- maintain work level until breaks or end of work day
- increase production with experience (until work site criteria are met)
- increase speed with experience
- decrease number of errors with experience

Work Attitudes

- adapt to new situations
- accept advice and constructive criticism
- accept assistance when necessary
- demonstrate sense of responsibility
- demonstrate willingness to attempt new tasks

Interpersonal Skills

- speak with appropriate volume
- speak respectfully to/of others
- introduce himself or herself to individuals
- carry on individual conversations
- socialize during designated breaks only
- interact with peers
- touch others appropriately
- walk around people
- maintain acceptable personal space
- control irritating mannerisms
- demonstrate the following personal traits: courtesy, politeness, honesty, trustworthiness
- respect others' personal property
- demonstrate self-control
- exchange greetings upon arrival and departure

Employer/Employee Relations

- communicate important information regarding own role
- communicate important information regarding supervisor's role
- communicate work site rules and regulations
- approach supervisor(s) with appropriate requests
- follow designated procedures when applying for leave
- communicate employee rights
- use appropriate grievance procedures, if necessary
- contact counsellor, if necessary
- communicate pay rate
- inspect pay cheque upon receipt

Appearance and Hygiene

- have good posture
- have appropriate body hygiene
- have appropriate oral hygiene
- attend to nasal hygiene when necessary
- keep hair clean
- keep hair tidy
- keep fingernails clean and trimmed
- appear rested and awake

Appearance and Hygiene, Cont'd

- wear co-ordinated clothing
- wear clothing in good repair
- wear clothing suitable for situation
- wear age-appropriate clothing
- wear weather-appropriate clothing
- wear clean clothing
- wear properly fastened clothing
- adjust clothing properly (after using toilet, etc.)
- wear wrinkle-free clothing
- keep beard tidy or be clean-shaven
- use jewelery appropriately
- use accessories appropriately
- wash hands when necessary
- dry hands after washing
- wipe after use of toilet

Breaks/Lunch

- leave workspace for breaks at specified time
- get belongings from locker/designated area
- go to correct break location
- follow cafeteria line-up procedure
- read menu and prices
- order food appropriately
- pour beverage
- add appropriate amount of condiments neatly
- pay for meal appropriately
- use vending machines properly
- carry beverage/food without spilling
- eat appropriately (bite size, closed mouth, etc.)
- drink appropriately (noise, neatness, etc.)
- demonstrate appropriate social behavior
- open plastic bags
- open/close thermos
- follow cafeteria clean-up procedures
- use free time acceptably
- use social facilities (board games, etc.)
- demonstrate a basic safety consciousness when using facilities
- follow essential signs
- return belongings to locker/designated area
- return to workspace at specified time

Use of Washroom

- identify correct washroom
- choose a cubicle
- enter cubicle
- turn and close door
- lock door
- step back to toilet seat
- unfasten pants
- pull pants down below knees
- pull underpants down below knees
- sit on toilet seat, facing forward with feet on floor
- aim penis into bowl, between legs
- when finished, remove sufficient paper from roll
- fold paper into a pad
- wipe soiled area from front to back
- drop soiled paper into toilet bowl
- repeat previous four steps if necessary
- stand up
- pull underpants and pants up in cubicle
- adjust clothing in cubicle (zipper, etc.)
- flush toilet once
- wash hands before leaving washroom

Operational Skills

(These will change with each job; they should be added to the skills list only after the trainer has performed the activity and analysed the skills needed to do it.)

Example One: Sheltered Workshop

Vincent Daniels is a twenty-six year old man who was living in a small institutional setting when he was referred for a vocational assessment. His General Service Plan (see Appendix) included a move to a smaller group home within the next year, and it was felt that the transition would be easier for him if he were already established in a community vocational setting before the move to the group home. His work experience to that point had consisted of one or two hours per day in an in-house work program, which he did not attend regularly. It therefore seemed that there would be a need for a more structured program to help him make the transition to a full day in a sheltered work setting.

The workshop specified in the long-term goal (Advance Industries) agreed to provide the opportunity for Vincent to be assessed and trained in their setting. They also guaranteed him a place in the workshop when he acquired the necessary skills. The assessment period allowed sufficient time for Vincent to have an opportunity to perform most of the skills on the Work Skills Assessment (as adapted to the specific setting). It became apparent that Vincent lacked many of the skills needed for competitive employment, but could be expected to acquire the skills needed to work at Advance Industries.

In order to select the goals and objectives for Vincent's Learning Contract, staff of the workshop were asked to indicate which skills they considered most important to his success as a worker in that environment. Their input resulted in the selection of the performance objectives on the Learning Contract for Vincent's first three months in the workshop. An additional recommendation was that he begin by attending only in the morning, as he was not used to a full day of any one activity; during the course of the contract period, the time period could be increased to the amount that seemed optimal for Vincent, possibly up to a full day.

When Vincent's contract was written, clear and measurable criteria were included in each performance objective, so that it would be easy to track his progress toward his short-term goals.

An initial Training Strategy Sheet had been developed during the assessment period; this was changed and added to as different people worked with Vincent during the contract period. An example of what the Strategy Sheet looked like at the end of Vincent's contract period can be found after his Learning Contract Report.

At the end of the contract period, a report was written indicating how Vincent had done in relation to the performance objectives, summarizing his general progress and making recommendations about the next steps to be taken in his training program. Since the training period had been largely successful and the staff of the workshop did not anticipate any problems in taking over responsibility for Vincent, there was no need to write a further contract for continued training. The Training Strategy Sheet was passed on to the workshop staff so that they could refer to it, change it, or add to it as they continued to work with Vincent.

Work Skills Assessment

NAME: Vincent Daniels

DATE: Feb. 11 - Apr. 31

LOCATION: Advance Industries

TRAINER: M. Smith

KEY:

I = independent
V = verbal
N = not performed
N/O = no opportunity
N/A = not applicable

Work Routines

Skill	Level	Comments
request information for personal needs (bathroom, etc.)	V	gets up from seat if he needs to go to the bathroom
arrive for work on time	N/O	arrives by special transport schedule
notify supervisor if going to be absent	N	nonverbal; staff phone for him
place belongings in locker/ designated area	I	hangs coat in locker
find place at work area	I	
attend work daily	I	
initiate daily or routine activities	V	when work is set out, often starts without a verbal cue
work without direction	V	needs occasional prompt to keep working
work through routine distractions	N	see below
demonstrate minimal work stoppage due to sudden noise or unusual distractions	N	sometimes distracted; stops working to play with glasses
work continuously	V	
complete assigned tasks, e.g., correcting work errors	V	

Skill	Level	Comments
Work Routines, Cont'd		
notify supervisor at completion of assigned task	N	
remain at work area	I	
clear work area when finished	N/O	does not stay all day
demonstrate appropriate response to routine work signals, i.e., "coffee time" & "your ride is here"	I	
leave building for fire alarm or drill	N/O	no drills during assessment period; needs to be checked
leave work area on schedule	V	
wait for ride	I	
Work Skills		
follow verbal instruction	I	one-step instructions
follow written instruction	N	unable to read
perform previously learned tasks	I	
perform work task without wasting materials	V	sometimes smashes work into box
assist others when necessary	V	held a tap and a door
request assistance when necessary	N	
request materials when necessary	N	
identify mistakes	N	
correct mistakes when pointed out by supervisor	V	gestural prompts sometimes needed

Skill	Level	Comments
Work Skills, Cont'd		
demonstrate care with materials and property	V	needs reminders to put finished work carefully in box
report problems to supervisor	N	
maintain work level until breaks or end of work day	V	
Work Attitudes		
adapt to new situations or changes in routine	I	takes changes in routine well
accept advice and constructive criticism	I	
accept assistance when necessary	I	
demonstrate willingness to attempt new tasks	I	
Interpersonal Skills		
Interact with peers	V	will sit with a group if asked
touch others appropriately	N/O	does not touch others
walk around people	I	
maintain acceptable personal space	I	
control irritating mannerisms	N	pulls at crotch, yawns loudly
respect others' personal property	I	
demonstrate self-control	I	
exchange greetings upon arrival and departure	N	

Skill	Level	Comments
Appearance and Hygiene		
have good posture	I	
have appropriate body hygiene	N	alright except ears often dirty
have appropriate oral hygiene	N	bad breath
keep hair clean	N	not consistently
keep hair tidy	I	
keep fingernails clean/trimmed	I	
appear rested and awake	V	sometimes yawns noisily
wear co-ordinated clothing	I	
wear clothing in good repair	N	clothing old and worn-looking
wear clothing suitable for situation	N	sometimes underdressed
wear age-appropriate clothing	N	some clothes are not typical of his age group (e.g., polyester stretch pants)
wear weather-appropriate clothing	N	sometimes underdressed
wear clean clothing	I	
wear properly fastened clothing	I	
adjust clothing properly (after using toilet, etc.)	I	occasionally has trouble fastening button on one pair of pants
wear wrinkle-free clothing	I	
keep beard tidy/be clean-shaven	N	not always

Skill	Level	Comments
Appearance and Hygiene, Cont'd		
wash hands when necessary	I	
dry hands after washing	I	
wipe after using toilet	I	
Breaks/Lunch		
leave workspace for breaks at specified time	V	
get belongings from locker/ designated area	V	
go to correct break location	I	
follow cafeteria line-up procedure	V	
read menu and prices	N	cannot read
order food appropriately	N	always has coffee
pour beverage	N/O	coffee poured for everyone
add appropriate amount of condiments neatly	N/O	doesn't use cream or sugar
pay for meal appropriately	V	
carry beverage/food without spilling	I	
eat appropriately (bite size, close mouth, etc.)	V	belches loudly
drink appropriately (noise, neatness, etc.)	V	sometimes leans over cup to drink out of it instead of picking it up

Skill	Level	Comments

Breaks/Lunch, Cont'd

demonstrate appropriate social behavior	V	yawns without covering mouth; breathes noisily; pulls at crotch
follow cafeteria clean-up procedure	I	
use free time acceptably	I	
follow essential signs	N	
return belongings to locker/ designated area	V	
return to work area at specified time	V	
identify correct washroom	I	knows by habit, not sign
use washroom appropriately	V	see Use of Washroom section

Use of Washroom

adjust clothing in cubicle (zipper, etc.)	V	needs reminder/assistance to fasten one pair of pants

Operational Skills

assemble A & W bag (#2): 1. take a plastic bag containing a paper napkin 2. put a small fork in it 3. put a ketchup in it 4. place bag neatly in box provided	V	needs verbal or gestural cues for all steps

Learning Contract

Sheltered Workshop

NAME: Vincent Daniels

REFERRING AGENCY: Maple House

LONG-TERM GOAL: Employment at Advance Industries

SHORT-TERM GOAL #1: Work Routine

Performance Objective: During the work period, student will continuously wear his glasses for 10 consecutive work days.

SHORT-TERM GOAL #2: Work Skills

Performance Objective: During the work period, student will demonstrate care with materials by not throwing or smashing completed work into the box, 100% of the time on 10 consecutive work days.

SHORT-TERM GOAL #3: Interpersonal Skills

Performance Objective: During coffee, work, and transition times, student will keep his hands away from his groin 100% of the time on 10 consecutive work days.

SHORT-TERM GOAL #4: Appearance and Hygiene

Performance Objective: After each use of the toilet, student will fasten pants correctly independently for 10 consecutive days.

SHORT-TERM GOAL #5: Operational Skills

Performance Objective: During the work period, student will assemble A & W bags (#2) with 90% accuracy, on 10 consecutive work days.

Trainer: M. Smith

Starting Date: Feb. 11 Proposed Completion Date: Apr. 31

Days/Times: Mon-Fri, 9-11:30 a.m. Hours per Day: 2.5

Student Ratio: 1:3 Transportation: Handidart

Location of Training: Advance Industries

Authorization for Training: ______________________
(agency person)

Authorization for Use of Training Location: ______________________

Long-Term Goal to be Implemented by: ______________________

Program Supervisor: ______________________

Student: ______________________

Support Person: ______________________

Learning Contract Report

NAME: Vincent Daniels

DATE STARTED: February 11
DATE COMPLETED: April 31

HOURS: 120

LONG-TERM GOAL: Employment at Advance Industries

SHORT-TERM GOAL #1: Work Routine

Performance Objective: During the work period, student will continuously wear his glasses, for 10 consecutive work days. - Vincent performed this objective on 3 consecutive work days; on the remaining days, he required an indirect verbal prompt. (See Training Strategy Sheet under Behavior.)

SHORT-TERM GOAL #2: Work Skills

Performance Objective: During the work period, student will demonstrate care with materials by not throwing or smashing completed work into the box, 100% of the time on 10 consecutive work days. - Vincent performed this objective independently on 6 consecutive work days and with a verbal reminder on the remaining days.

SHORT-TERM GOAL #3: Interpersonal Skills

Performance Objective: During coffee, work, and transition times, student will keep his hands away from his groin 100% of the time on 10 consecutive work days. - Vincent performed this objective on 6 and later 8 consecutive work days during the contract period, but did not achieve 10 consecutive days. He will respond to a verbal prompt. (See Training Strategy Sheet under Behavior.)

SHORT-TERM GOAL #4: Appearance and Hygiene

Performance Objective: After each use of the toilet, student will fasten pants correctly, independently for 10 consecutive days. - ACHIEVED. Vincent can perform this objective except when he wears his brown corduroy pants to work. He occasionally needs some physical assistance fastening these pants.

SHORT-TERM GOAL #5: Operational Skills

Performance Objective: During the work period, student will assemble A & W bags (#2) with 90% accuracy, on 10 consecutive work days. - ACHIEVED. During Vincent's ten best consecutive days, he averaged 93% accuracy. His overall accuracy rate during the contract period was 87.5%.

SUMMARY:

Vincent appears to enjoy his work at Advance Industries and to be comfortable in that environment. The staff and other workers enjoy having him there and have expressed no concerns about his continued attendance after the trainer withdraws.

RECOMMENDATIONS:

- Vincent is capable of working a full day once the transportation problems have been worked out.
- A peer trainer is needed to remind Vincent to wear his glasses continuously while working, to demonstrate care with work materials, and to work continuously.
- A peer trainer is needed to accompany Vincent in the cafeteria line at breaks and lunch.

Student: ______________________________

Referring Agency: ______________________________

Trainer: ______________________________

Program Supervisor: ______________________________

Training Strategy Sheet

Vincent Daniels

Communication

Vincent has good receptive language. He responds to one- and two-step commands. He says the occasional word and will sometimes wave good-bye.

He uses the sign 'excuse me' appropriately, but sometimes needs a reminder to use it after he burps. Key signs that he understands and will use with encouragement are:

excuse me
work
toilet
finished
wait
now
more
pop
cake (muffin)
coffee

Routine

Vincent is familiar with arrival/break/departure routines and is learning the lunch routine.

He needs physical or gestural assistance to open the plastic bag that contains his lunch bag.

While eating lunch, he needs verbal reminders and sometimes physical assistance to take small bites (e.g., guiding his hand to his mouth and away from it once the appropriate amount of food has been taken). He also needs a verbal prompt to drink quietly.

At coffee break, he needs assistance to purchase food. He can make choices but needs help in paying the correct amount. He usually returns to his work area before the end of break.

Work

Vincent appears to enjoy coming to work and is generally a steady, accurate worker. Due to his short legs, he needs a box under his feet for support or an occasional reminder to put his feet on the rungs under the work table.

He has learned to do tasks sequentially from left to right and works best when his work materials are arranged in this manner.

Work, Cont'd

At the beginning of the work period, it is a good idea to check his first few completed packages for accuracy. If he gets started wrong, it takes much longer to correct his work later.

If Vincent runs out of work, he sits and waits for his supplies to be replenished. If given a gestural prompt (e.g., pointing to supply boxes at the front of the room), he will get his own supplies.

Behavior

Occasionally Vincent plays with his glasses during work time. An indirect prompt such as, "Time to work" or "Keep working" is enough to redirect him to the task.

He sometimes starts to laugh for no apparent reason; or makes repeated obvious errors in his work (e.g., putting bags in the box the wrong way, throwing supplies, smashing finished work into the box). A firm verbal prompt to "Do your work properly" is usually enough. If he continues, a physical prompt paired with a verbal cue is effective.

Vincent occasionally touches his groin. This may mean he wants to go the washroom. Ask him if this is what he wants, at the same time shaping his hand to sign 'toilet'. If he does not want to go to the washroom, use an indirect verbal prompt such as "Keep your hands by your side" or "Keep working."

Example Two: Volunteer Work Placement

Joe Johnson is a thirty-year old man who had been working in a sheltered work setting for several years. He expressed interest in finding a job in the food service area and applied to a food services training program. They suggested that, since he had no experience working in the area, he should spend some time in a volunteer work placement to find out what was involved and whether he actually liked the work. A volunteer placement was found for Joe: helping to prepare and serve lunch at an Adult Day Centre. He was then referred to a trainer to help him work in this setting.

Before Joe's Learning Contract could be written, it was necessary for the trainer to go to the work site and learn the job Joe would be expected to do. Each task was broken down into steps and a Skills List, specific to the job, was developed.

An initial assessment period allowed time for Joe to attempt all of the tasks and demonstrate the behaviors that would be required of him. Those that he could do independently were eliminated from the Skills List so that only those in which he needed training remained. These were then priorized in consultation with the cook who would be supervising Joe when his training was finished, and a Learning Contract was written. By signing the contract, the Director of the Adult Day Centre agreed to allow Joe's training to take place on the site, and to provide him with an opportunity to use his skills as a volunteer after his training period was over.

The trainer initially did all of the training. As Joe became familiar with the routine and the required tasks, the trainer withdrew gradually and the cook began to take over the supervision of Joe's work. At first, based on the cook's evaluation of Joe's performance, the trainer completed the Work Skills Assessment; by the end of the contract period, the cook was doing this task.

At the end of the three-month learning contract period, a Learning Contract Report was written, summarizing Joe's progress in attaining his goals and making recommendations that it was felt would be helpful to him as he progressed towards his long-term goal of competitive employment. A Training Strategy Sheet was given to the centre staff, to help them in their day-to-day contacts with Joe.

Work Skills Assessment

NAME: Joseph Johnson

DATE: Jan. 18 - Apr. 18

LOCATION: Second Street Day Centre

TRAINER: L. Springer

KEY:

I = independent
V = verbal
N = not performed
N/O = no opportunity
N/A = not applicable

Skill	Level	Comments
Work Routines		
request information for personal needs (bathroom, etc.)	I	
arrive for work on time	I	
notify supervisor if going to be absent	I	
place belongings in locker/ designated area	V	
find place at work area	I	
attend work daily	I	
initiate daily or routine activities	V	not expected yet
work without direction	V	same as above
work through routine distractions	I	
demonstrate minimal work stoppage due to sudden noise or unusual distractions	V	one verbal cue needed to re-direct to task
work continuously	I	
complete assigned tasks	I	

Skill	Level	Comments
Work Routines, Cont'd		
notify supervisor at completion of assigned task	V	
wait for ride; go to bus stop/ destination	I	
Work Skills		
follow verbal instruction	I	
perform previously learned tasks	I	
assist others when necessary	I	helps cook when asked
ask for clarification when necessary	V	
request assistance when necessary	V	
request materials when necessary	V	
identify mistakes	V	
correct mistakes when pointed out by supervisor	I	
demonstrate care with materials and property	I	very thorough and careful
demonstrate safety consciousness	I	remembered kitchen rule about closing cupboard doors
report problems to supervisor	V	
maintain work level until breaks or end of work day	I	

Skill	Level	Comments
Work Attitudes		
adapt to new situations	I	adjusted well to a new cook
accept advice and constructive criticism	I	
accept assistance when necessary	I	
demonstrate sense of responsibility	I	
demonstrate willingness to attempt new tasks	I	
Interpersonal Skills		
speak with appropriate volume	I	responds when asked a question
speak respectfully to/of others	I	
introduce himself to individuals	N	
carry on individual conversations	N	
socialize during designated breaks only	I	
interact with peers	V	only when spoken to
touch others appropriately	I	doesn't touch anyone
maintain acceptable personal space	I	
control irritating mannerisms	N	scratching
demonstrate the following personal traits: courtesy, politeness, honesty, trustworthiness	I	

Skill	Level	Comments
Interpersonal Skills, Cont'd		
respect others' personal property	I	
demonstrate self-control	I	
exchange greetings upon arrival and departure	I	says hello when greeted
Employer-Employee Relations		
approach supervisor(s) with appropriate requests	V	re: work-related needs
Appearance and Hygiene		
have good posture	I	walks heavily
have appropriate body hygiene	I	
have appropriate oral hygiene	I	
attend to nasal hygiene when necessary	N/O	
keep hair clean and combed	I	
keep fingernails clean/trimmed	I	
wear appropriate clothing	I	
wear clean clothing	I	
keep beard tidy/be clean-shaven	N	sometimes needed a shave
wash hands when necessary	V	
dry hands after washing	I	

Skill	Level	Comments
Operational Skills		
empty dishwasher	I	
count required amount of dishes and cutlery	V	can count accurately but makes occasional errors
fill sugar bowls and cream jugs	I	
load trolley and push into dining area	I	
wipe tables	I	
set tables	V	needed reminders to check for some items
clear and wipe tables	I	
put used cutlery in plastic containers	I	
rinse dishes	I	
load dishwasher	I	
assist with kitchen cleanup	I	
perform other duties upon request of kitchen staff	V	

Learning Contract

NAME: Joe Johnson

REFERRING AGENCY: Central Volunteer Bureau

LONG-TERM GOAL: Volunteer work at Second Street Adult Day Centre

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SHORT-TERM GOAL #1: Work Routine

Performance Objective: Within 5 minutes of arriving, student will begin work independently on 10 consecutive occasions.

Performance Objective: During the work period, the student will notify the supervisor at the completion of assigned tasks on 10 consecutive occasions.

SHORT-TERM GOAL #2: Interpersonal Skills

Performance Objective: During work period, student will ask the cook task-related questions (e.g., things to be done, where things go) independently twice during each workday, on 4 consecutive occasions.

SHORT-TERM GOAL #3: Appearance and Hygiene

Performance Objective: Before starting work in the kitchen and if he scratches himself, student will wash his hands independently on 100% of occasions.

Performance Objective: Upon arrival at work, student will be clean-shaven on 10 consecutive occasions.

SHORT-TERM GOAL #4: Operational Skills

Performance Objective: When asked to set the table, the student will count out and set 16 place settings independently with 100% accuracy on 10 consecutive occasions.

Performance Objective: Upon request of kitchen staff, student will perform other duties on 10 consecutive occasions.

Trainer: L. Springer

Starting Date: January 18

Proposed Completion Date: April 18

Days/Time: Tues., Wed., Thurs. - 10:30 a.m. - 1:00 p.m.

Hours per Day: 2.5

Student Ratio: 1:1 Transportation: Bus

Location of Training: Second Street Adult Day Centre

Authorization for Training: ______________________
(agency person)

Authorization for Use of Training Location: ______________________

Long-Term Goal to be Implemented by: ______________________

Program Supervisor: ______________________

Student: ______________________

Support Person: ______________________

Learning Contract Report

NAME: Joe Johnson

DATE STARTED: January 18
DATE COMPLETED: April 18

HOURS: 85

LONG-TERM GOAL: Volunteer work at Second Street Adult Day Centre

---

SHORT-TERM GOAL #1: Work Routines

Performance Objective: Within 5 minutes of arriving, student will begin work independently on 10 consecutive occasions. - ACHIEVED. Once Joe was familiar with the routine tasks that were expected of him, he had no difficulty with this objective.

Performance Objective: During the work period, the student will notify the supervisor at the completion of assigned tasks on 10 consecutive occasions. - ACHIEVED. Joe performed this objective on 12 consecutive occasions.

SHORT-TERM GOAL #2: Interpersonal Skills

Performance Objective: During work period, student will ask the cook task-related questions (e.g., things to be done, where things go) independently twice during each workday on 4 consecutive occasions. - Joe required verbal prompting in order to ask the cook task-related questions.

SHORT-TERM GOAL #3: Appearance and Hygiene

Performance Objective: Before starting work in the kitchen and if he scratches himself, student will wash his hands independently on 100% of occasions. - Joe independently washed his hands on 85% of occasions, including the last 9 consecutive ones; he appears to have learned this skill.

Performance Objective: Upon arrival at work, student will be clean-shaven on 10 consecutive occasions. - ACHIEVED. Joe showed a commendable effort in this area of personal hygiene.

SHORT-TERM GOAL #4: Operational Skills

Performance Objective: When asked to set the table, student will count out and set 16 place settings independently with 100% accuracy on 10 consecutive occasions. - ACHIEVED.

Performance Objective: Upon request of kitchen staff, student will perform other duties on 10 consecutive occasions. - ACHIEVED. Joe was able to perform this objective on 12 consecutive occasions.

SUMMARY:

When asked to do a task by the cook, Joe starts immediately. If he does a task incorrectly, he listens carefully to what the instructor says and corrects his mistakes. Joe is always polite and well-mannered at work. He dresses appropriately in clean clothes and his hygiene is usually acceptable.

Joe said that he enjoys working at Second Street, and he is well-liked by the staff and guests. The cook has stated that Joe can continue to volunteer there if he wishes to; she needs and appreciates his assistance.

RECOMMENDATIONS:

In order to improve his eye contact and his ability to ask questions and talk with people, it would be helpful for Joe to take courses in Social Skills, Assertiveness, and Orientation to Work.

Student: ____________________

Referring Agency: ____________________

Trainer: ____________________

Program Supervisor: ____________________

Training Strategy Sheet

Joseph Johnson

Communication

Joe needs encouragement to establish eye contact. One method that was usually effective was to stop talking to him until he did establish eye contact, and then continue talking. If this did not work or was not appropriate, an indirect verbal cue was used, such as, "Joe, where should you be looking right now?"

Work

Joe appeared to learn a new task more easily if it was taught in steps, so that he could try each step before attempting the whole task. He was able to follow verbal instructions and demonstrations equally well.

When counting the dishes and cutlery, Joe was able to be more accurate when he used a card with the appropriate number of circles on it.

Behavior

Joe was asked to wash his hands each time he scratched himself; this was very effective in reducing the incidence of this behavior.

When Joe initiated social conversation with staff or clients, he was given verbal praise in order to reinforce this behavior.

Example Three: Competitive Work Situation

The approach to training a person for a competitive job is basically the same as that used in the previous two examples. The major difference is that, since competitive employment is the immediate long-term goal rather than a distant one, emphasis is placed on every skill area, as they are all critical to success.

The work situation in this example is a half-time job in the Nursing Department of a Community College, which is utilized for a six-month training program. Following training, the student, with the assistance of an employment counsellor, will seek similar employment in another setting.

The student in our example, Kathy Hunt, is a young woman, aged 22, who has limited reading and counting skills. She was selected for the job through a process of practical testing and interviewing. Her initial Work Skills Assessment was done over a period of one month, to give her adequate time to demonstrate all of the skills.

Daily instructions for the required tasks were issued in writing by a member of the Nursing Department. As Kathy's reading skills were limited, her work tasks were illustrated so that she could follow her instructions independently.

When training takes place on the job, it is important to clarify the role of the employer and the on-site trainer. It is particularly important that the employer:

- attend and participate in interviews;
- provide orientation for the student;
- establish work schedules;
- monitor the quality of the student's work;
- give verbal feedback to the student;
- give the instructor feedback on the methods used during training;
- provide formal feedback for report meetings; and
- attend report meetings.

At the end of the one-month assessment period, a Learning Contract for the next two months was written, covering the skills not mastered during the assessment. At the three-month point, an interim report was written, detailing Kathy's progress to-date and indicating the goals and performance objectives that remained to be achieved by the end of the six-month training period.

During the last three months of the training period, the trainer's time with Kathy was reduced to brief checks and meetings with Kathy and her supervisor. The trainer was still available to do intensive training if there was a new task for Kathy to learn; Kathy could also call on the trainer when she felt the need. However, the emphasis during this time was on the interactions between Kathy and her site supervisor.

The final Learning Contract Report summarized the skills that Kathy had mastered and those in which she was not yet independent. The report served as a guide for her employment counsellor in their job search.

Work Skills Assessment

NAME: Kathy Hunt

DATE: Oct. 9 - Apr. 9

LOCATION: Nursing Department

TRAINER: B. Jones

KEY:

I = independent
V = verbal
N = not performed
N/O = no opportunity
N/A = not applicable

Skill	Level	Comments
Work Routines		
arrive for work on time	I	
notify supervisor if going to be absent	N/O	
place belongings in locker/ designated area	I	
report to work area to pick up supply cart	I	
initiate daily or routine activities	V	needs help to read instructions
work without direction	N	needs help to solve problems
work continuously	I	
complete assigned tasks	V	
notify supervisor at completion of assigned task via written note	N	needs to learn nursing vocabulary
return supplies and equipment to proper storage area/lock doors	I	
take breaks at appropriate times	I	
take allotted break-time only	I	

Skill	Level	Comments
Work Skills		
follow verbal instruction	I	
follow written instruction	V	needs large print with pictures
perform previously learned tasks	V	still needs training on most tasks
perform work task without wasting materials	V	needs reminder to not use too much glue
assist others when necessary	V	reluctant to give directions to students
ask for clarification when necessary	V	not consistently
request assistance when necessary	V	
correct mistakes when pointed out by supervisor	I	
demonstrate care with materials and property	V	drop things when in a hurry
demonstrate safety consciousness	V	did in some areas, not in others
report problems to supervisor	V	
Work Attitudes		
adapt to new situations	V	over-reacts to new tasks
accept advice and constructive criticism	V	
accept assistance when necessary	I	
demonstrate sense of responsibility	I	

Skill	Level	Comments
Work Attitudes, Cont'd		
demonstrate willingness to attempt new tasks	V	
Interpersonal Skills		
speak with appropriate volume	V	
speak respectfully to/of others	I	
interact with others	I	
give eye contact when conversing	V	needs reminders to give eye contact
maintain acceptable personal space	I	
control irritating mannerisms	V	plays with hair
demonstrate the following personal traits: courtesy / politeness honesty / trustworthiness	I	
respect others' personal property	I	
demonstrate self-control	V	
exchange greetings upon arrival and departure	I	
Employer-Employee Relations		
explain important information regarding own role	N	
explain important information regarding supervisor's role	N	
communicate work site rules and regulations	I	

Skill	Level	Comments

Employer-Employee Relations, Cont'd

approach supervisor(s) with appropriate requests	V	re: work-related needs
describe employee rights	N	
explain categories on the pay stub	N	
check deductions on the pay stub	N	

Appearance and Hygiene

have good posture	V	needs reminders to raise her head
have appropriate body hygiene	I	
have appropriate oral hygiene	I	
keep hair clean and tidy	I	
keep fingernails clean/trimmed	I	
wear appropriate clothing	I	
wear a smock as needed	I	
use jewelery appropriately	I	
wash hands when necessary	I	

Breaks/Lunch

leave work area for breaks at specified time	V	needed reminders
follow cafeteria line-up procedure	I	
pay for meal appropriately	I	

Skill	Level	Comments
Breaks/Lunch, Cont'd		
carry beverage/food	I	
demonstrate appropriate social behavior	V	needs reminders to give eye contact
use free time acceptably	I	
return to work area at specified time	I	
identify correct washroom	I	
Operational Skills		
clean basins, soap dishes, bedpans, and other equipment	V	
tidy bedside units and beds	V	
tidy and clean counters and shelves in labs and storage room	V	
rewrap dressing trays	N	training needed
sew sutures	N	
strip and wash beds	V	
launder sheets	V	
clean and restock linen cupboards	V	
wash dolls and simulators	V	
clean and tidy any other area or piece of equipment as requested by supervisor	N/O	

Learning Contract

NAME: Kathy Hunt

REFERRING AGENCY: Polaris

LONG-TERM GOAL: Employment in a community health care facility

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SHORT-TERM GOAL #1: Work Routines

Performance Objectives: While training in the Nursing Department, student will

- demonstrate minimal work stoppage due to sudden noise or unusual distraction,
- clear work area when finished,
- return supplies and equipment to proper storage area,
- leave building for fire alarm/drill,
- clean cart at end of shift,
- demonstrate organizational skills,

independently for 10 consecutive opportunities.

SHORT-TERM GOAL #2: Work Skills

Performance Objectives: While training in the Nursing Department, student will

- perform previously performed tasks,
- request materials when necessary,
- identify mistakes,
- increase production until work site criteria is met,

independently for 10 consecutive opportunities.

SHORT-TERM GOAL #3: Appearance and Hygiene

Performance Objectives: While training in the Nursing Department, student will:

- appear rested and awake,
- wear appropriate make-up,

independently for 10 consecutive opportunities.

SHORT-TERM GOAL #4: Operational Skills

Performance Objectives: The student will perform the following site specific skills (to Nursing Department standards) as required:

- clean basins, soap dishes, bedpans, K-basins, and other equipment on a regular basis;
- tidy bedside units and replace missing equipment;
- wipe/tidy counters and shelves;
- wrap/rewrap dressing trays, catheter sets, enema sets, etc.;
- rewrap/glue gloves, 2 X 2's, and 4 X 4's;
- sew various patterns of stitches on simulated wounds;
- clean dolls and simulators;
- refill medication bottles with simulated pills and label;
- clean mattresses, bed frames, headboards and footboards, overbed tables, and bedside tables;
- wash, dry, and fold laboratory linen;
- restock and tidy linen cupboard;
- clean stainless steel exchange carts, canisters, and sinks;
- clean stethoscopes, ophthalmoscope, etc.;

independently for 10 consecutive opportunities.

Trainer: B. Jones

Starting Date: Dec. 7 Proposed Completion Date: Mar. 7

Days/Times: Mon-Fri., 8:30-12:00 Number of Hours/Day: 3.5

Student Ratio: 1:1 Transportation: Own

Location of Training: Nursing Department

Authorization for Training: ______________________
(agency person)

Authorization for Use of Training Location: ______________

Long-Term Goal to be Implemented by: ______________

Student: ______________________________

Support Person: ______________________________

Program Supervisor: ______________________________

Learning Contract Report

NAME: Kathy Hunt

REFERRING AGENCY: Polaris

DATE STARTED: October 9th
DATE COMPLETED: April 9th

HOURS: 214/221 Kathy worked 8:30-11:30 five days a week during this contract period.

LONG-TERM GOAL: Employment in a community health care facility

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SHORT-TERM GOAL #1: Work Routines

Performance Objectives: While training in the Nursing Department, student will

- demonstrate minimal work stoppage due to sudden noise or unusual distraction. - ACHIEVED Feb. 2nd. Kathy reachieved this skill after requiring a verbal prompt Dec. 3rd.

- clear work area when finished. - Kathy required a verbal prompt on Jan. 9th; she reachieved this skill on Feb. 4th. On Feb. 20 Jackie received feedback from her supervisor to check labs before locking up to ensure that all supplies have been returned to the storage room.

- return supplies and equipment to proper storage area. - See above.

- leave building for fire alarm/drill. - There were not any fire alarm/drills during this contract period.

- clean cart at end of shift. - Kathy was prompted to organize her cart. The amount of work and supplies on the cart was difficult to keep in order so a new system was implemented, two shelves and a table in the supply room are used to sort supplies and store finished and unfinished work.

- demonstrate organizational skills. - Kathy organized materials when doing operational skills (i.e., trays, gluing, sutures). She required prompting when routines changed (i.e., reorganization of cart and supplies).

independently for 10 consecutive opportunities.

SHORT-TERM GOAL #2: Work Skills

Performance Objectives: While training in the Nursing Department, student will

- perform previously performed tasks. - Kathy achieved this task for the following 5 operational skills: clean basins, soap dishes, bedpans, K-basins, and other equipment; tidy bedside units and replace missing equipment; wipe/tidy counters and shelves; restock and tidy linen cupboards; and clean stainless steel exchange carts, canisters, and sinks. Due to lack of opportunity, she was unable to achieve this skill for the following tasks: clean dolls and similators; refill medication bottles with simulated pills and label; clean mattresses, bed frames, headboards and footboards, overbed tables, and bedside tables; and clean stethoscopes, ophthalmoscope, etc. Jackie required prompting for: wrap/rewrap dressing trays, catheter sets, enema sets, etc.; rewrap/glue gloves, 2 X 2's, 4 X 4's; sew various patterns of stitches on simulated wounds; and fold laboratory linen.

- request materials when necessary. - ACHIEVED Nov. 8th. Kathy informs the senior lab assistant when her supplies are getting low.

- identify mistakes. - When checking work, Kathy required verbal prompting to identify mistakes when doing sutures or rewrapping trays.

- increase production until work site criteria is met. - Of the 13 items/areas identified by the Nursing Dept. as operational skills, Kathy has met criteria for five. Four of the items/areas have either not yet been presented or have been presented too infrequently for Kathy to master. The remaining four items/areas invovled have been partially achieved. For more details, see "Short-Term Goal #4".

independently for 10 consecutive opportunities.

SHORT-TERM GOAL #3: Appearance and Hygiene

Performance Objectives: While training in the Nursing Department, student will:

- appear rested and awake. - ACHIEVED Nov. 7th

- wear appropriate make-up. - ACHIEVED Jan. 13th

independently for 10 consecutive days.

SHORT-TERM GOAL #4: Operational Skills

Performance Objectives: The student will perform the following site specific skills (to Nursing Department standards) as required:

- clean basins, soap dishes, bedpans, K-basins, and other equipment on a regular basis. - ACHIEVED Nov. 7th. The cleaner to be used by Kathy (cidex or damp cloth) is specified on the job list. Target time is 20 min for each sink load - Kathy's time is 18.5 - 19 min for each sink load.

- Tidy bedside units and replace missing equipment. - ACHIEVED Oct. 10th. Target time is 15 min for each unit - Kathy's time is 11 min for each unit.

- Wipe/tidy counters and shelves. - ACHIEVED Sept. 30th. Target time is 5 min for each area - Kathy's time is 4.5 min for each area.

- Wrap/rewrap dressing trays, catheter sets, enema sets, etc. - Kathy has had 6 opportunities to do catheterization trays and 9 opportunities to do dressing trays. Kathy wraps the trays independently; she required prompting to assemble the trays correctly. There has been no opportunity to do enema sets. Target time is 8 min for each tray - Kathy's time is 8.5 min for each tray.

- Rewrap/glue gloves, 2 X 2's, and 4 X 4's. - Kathy has achieved this skill with the exception of checking finished work and regluing any holes. In Jan. Kathy began using a heat sealer when gluing packages. She was independent after one training session. Target time is 1.5 min for each package - Kathy's time is 1.5 min for each package.

- Sew various patterns of stitches on simulated wounds. - ACHIEVED sewing "interrupted" on Dec. 12th. Kathy required prompting for continuous, vert. matt. interrupted, and vert. matt. continuous. Kathy would only require prompting for a stitch if she had not done it for a couple of days. Target time is 5 min for 4 stitches - Kathy's time is 4.5 min for 4 stitches.

- Clean dolls and simulators. - There has been no opportunity for Kathy to achieve this task.

- Refill medication bottles with simulated pills and label. - There has been no opportunity for Kathy to achieve this task during this contract period.

SHORT-TERM GOAL #4: Operational Skills, Cont'd

- Clean mattresses, bed frames, head and footboards, overbed tables and bedside tables. - ACHIEVED cleaning overbed and bedside tables on Nov. 18th. There has been no opportunity for Kathy to achieve "clean mattresses, bed frames, headboards and footboards" due to lack of opportunity during this contract period. Target time is 1 min for each overbed or bedside tables - Kathy's time is 40 sec for each overbed or bedside table.

- Wash, dry, and fold laboratory linen. - ACHIEVED washing and drying laboratory linen on Jan. 8th. Kathy has completed folding independently for 5 consecutive opportunities. Kathy has not required prompting since she began to use a picture checklist. Target time is 2 loads during 1 shift - Kathy's time is 2 loads per shift.

- Restock and tidy linen cupboards. - ACHIEVED. Target time is 10 min for each cupboard - Kathy's time is 8.5 min for each cupboard.

- Clean stainless steel exchange carts, canisters, and sinks. - ACHIEVED clean canistrers and sinks on Nov. 15th. There has been no opportunity for Kathy to achieve "clean stainless steel exchange carts" due to lack of opportunity during this contract period. Target time is 4 min for each sink or canister - Kathy's time is 4 min for each sink or canister.

- Clean stethoscopes, ophthalmoscope, etc. - There has been no opportunity for Kathy to master this objective during this contract period.

independently for 10 consecutive opportunities.

SUMMARY:

Kathy has achieved 8 of the performance objectives and partially achieved 7 of them. There was no opportunity for her to achieve 4 of the objectives. There were 6 remaining objectives that Kathy was continuing to work on.

During her last month of training, Kathy toured four adult care centres in the community. She expressed interest in working at that type of facility.

RECOMMENDATIONS:

- Kathy begin to look for a job in which she can use the skills she has learned during this training period. Polaris offers a Job Club that could support Kathy with her job search.
- Kathy update her resume to include her training at ______ ______________________________.
- Kathy take an Assertiveness Training program.

Student: ____

Referring Agency: ________________________________

Trainer: ____

Program Supervisor: ______________________________

Training Strategy Sheet

Kathy Hunt

Work

When working with Kathy, it was best to stand or sit on her right side, so that she could hear what was being said.

Kathy was assisted in developing a task organization sheet and/or picture checklist, with a picture of each step of the task. By beginning each new job with a task organization sheet, Kathy seemed to be able to do her work more quickly, with more accuracy, and more independently.

When working on tasks that required objects to be replaced in exact order (e.g., arranging items in the medication cupboard), Kathy was encouraged to

- look at the arrangement;
- work right to left (her purple ring in on her right hand, and her watch on her left.);
- use descriptive words (big box, beside red labels, etc.); and
- follow a task organization sheet.

When learning a new task, Kathy was encouraged to follow a routine in order to remember all the steps of the task (e.g., bedside units: bed tables [first the outside, then the inside], check the supplies, leave a note).

Behavior/General

For some tasks, Kathy needed to put her head down and her eyes close to the activity (e.g., checking pills, doing sutures).

Kathy seems to learn most effectively when a task is modelled and a verbal explanation is given simultaneously. She responds to verbal and gestural reinforcement (e.g., a smile, a nod, "Nicely done").

If changes were explained, Kathy could adapt.

Kathy seemed to prefer jobs that involved sewing, washing, tidying, and bed-making. Color-sorting presented some difficulty, as did jobs that required counting past twenty. Kathy was able to do counting jobs with a card.

CLASSROOM-BASED TRAINING

The material in this section identifies strategies for the teaching of skills in a classroom setting -- skills that will facilitate the development of a positive self-concept and increase the students' ability to function more independently in the community. The skills have been grouped into the following Skill Areas.

Class Participation Skills: Classroom Behavior; Break Skills

Personal Skills: Grooming and Hygiene; Personal Rights and Responsibilities; Dealing with Feelings

Social Skills: Greeting and Introductions; Compliments; Conversation; Body Language; Asking/Following Directions; Telephone Use

Human Awareness Skills: Public and Private Places; Personal and General Information; Relationships; Community Interactions

Work Skills: Introduction to Work; Job Search and Interviews; Routines in the Workplace; Work Habits and Behaviors

Peer Trainer Skills: Roles and Responsibilities; Communication

The skills in each area have been identified as common to many environments and can serve as a core for the development of training related to specific environments.

Within each skills area are Skill Lists, Skills Assessments, and Teaching Strategies. Supporting materials are provided, where applicable.

If skill deficiencies are identified that are not accounted for by the Skill Areas in this document, instructors may have to create their own Skill Areas and devise new strategies to help students achieve the required skills.

Process

After the long-term and short-term goals of the student are identified (see the Introduction of this document), instructors should complete an activity analysis to identify all the activities that are required in a particular environment to achieve the goals. An activity analysis enables the instructor to further identify specific skills that are needed.

Once this analysis is completed, the Skills Assessment and Skills List from the particular Skill Area can be used to assess the current skills of the potential student. This assessment may be done individually or in groups. Once the assessment is completed, instructors are able to write specific performance objectives for individual students.

If the assessment indicates that the student has most of the required skills, referral is made to other, more appropriate programs. If the assessment indicates that, while training is required, the student lacks the skills or ability to function in a classroom setting, individual training programs are established, whenever possible, to respond to the needs of the student.

If it is determined that classroom instruction would be beneficial, an attempt is made to group students according to their skills requirements and/or long-term goals. Students may be placed on a wait-list until an appropriate group is formed.

When a group of students with similar needs has been identified, a course outline is developed, incorporating the appropriate strategies for teaching the required skills, with modifications and/or additions, if necessary. The strategies used for teaching the skills must be adapted to the proposed environment (e.g., community public areas, volunteer work, supported work, or competitive work).

Courses may be composed of material from several skill areas or, if appropriate, an entire course may be based on one skill area alone. For example, you may wish to structure a course based on Social Skills only or, as in the sample course in Part IV of this book, a course that contains skills from several areas.

Assertiveness training, while an integral part of every course, can be taught as a separate course. (See the Ministry of Post-Secondary Education publication: Assertive Training.)

It is recommended that courses be composed of a series of two-hour sessions. The number of sessions will vary according to the abilities of the students and the number of skills included in the course. Classes may be held every day, but it is recommended that they be held at least twice a week. Learning Contracts should extend over a period not longer than three months to ensure that students have sufficient opportunity to experience the success associated with the completion of a Learning Contract.

Following student assessment and the development of a course, Learning Contracts are written for each student. While the long-term goals, short-term goals, and required skill areas may be the same for a group of students, the individual skills and/or performance objectives will be specific to each student.

An orientation meeting is held for all students, support people, and referring agency personnel. At this meeting, the roles of each person are clarified and the individual Learning Contracts explained. The final report meetings (following the course) are held individually with each student and the relevant other people.

In all of the strategies used in this material, interaction is required for skill acquisition. Students practise skills in role-play situations and observe themselves on video before using the skills in a real environment. The practice situations are provided to ensure that the student will be more likely to experience success when using the skill in the real environment.

It is important to emphasize that all skills must be taught and evaluated in real environments. Generalization of skills does not take place for most persons with mental handicaps; in fact, the greater the handicap, the less likely the skills are transferable to settings other than the one in which the skill was learned. Skills must be demonstrated by the student in actual settings to determine achievement.

Keeping classroom training relevant to the immediate needs of the students, in conjunction with the use of a Learning Contract, can help to prevent the course from becoming a 'day program' in which the same students appear regularly to learn the same things they learned before. If it appears that a student could benefit from taking a particular course again, the short-term goal and performance objectives should be substantially different from those on the previous Learning Contract.

The following are some suggestions for facilitating group interaction and developing student participation.

* Active participation in the group by each member is important. Students who have difficulty in this area may be encouraged to participate by being asked to provide information in a way that will help them to answer correctly and receive praise for doing so. Some techniques for doing this are to

  - elicit the correct response to a question from another student before asking the reluctant student (this allows him or her to learn from the others);

  - ask limited-choice questions, placing the correct answer last (e.g., "Does being assertive mean looking at the floor or looking someone in the eye?");

  - invite the student to finish or close a sentence (e.g., "An assertive person looks the other person right...");

  - use gestures or other actions to give clues to the answer (e.g., in the example above, point to your eye); and

  - use symbols, along with or instead of words, if there are students who don't read.

* Spontaneous participation should be valued and encouraged. This may be done by

  - praising any information or opinion expressed by a student. Situations from real life are particularly valuable to the group. Even when a spontaneous response is off topic or inappropriate, it can be valued for its own sake (e.g., "I'm very glad that you want to tell us about that; would you wait until we have finished discussing this topic first?");

- asking for volunteers to begin role-plays and exercises and praising those who are willing to start. If the same person always volunteers to go first, discuss this with the group and with the individual. Often the volunteer feels obligated to go first because no one else is willing. Encourage him or her to wait until someone else offers to begin.

* Run the group as democratically as possible. Allow students to choose how the class is run (e.g., which activity to start with, when to take a break, etc.). Do not offer choices if you are not prepared to follow through.

* Use the group to solve class issues. (For example, if there is a student who is always late or one who dominates the discussions, facilitate a solution by asking students how they feel when it happens and what they think should be done about it.)

* Arrange the environment to be as conducive to group interaction as possible; circular seating and frequent change of seats will help.

* If there are two instructors, plan to sit away from each other in order to distribute the focus. Sit next to students who may require more prompting or encouragement or who have hearing impairments.

CLASS PARTICIPATION SKILLS

Class participation skills are those skills that will enable students to function successfully in a classroom setting. The topics include

Classroom Behavior - attendance; participation; general behavior.

Break Skills - general procedures; cafeteria procedures.

Appropriate classroom behavior is fundamental to the teaching of skills in a classroom setting. The Class Participation Skills area is in itself an assessment tool that is most valuable when administered to a small group of students before they are accepted for other classes. The assessment occurs during approximately 15 hours of class time, preferably during regular class hours.

Training occurs simultaneously with assessment. At the end of the assessment period, students who do not appear able to function in the classroom setting are referred for training in another environment.

Break skills are important not only in classroom settings, but in all types of work settings and in social settings (e.g., cafeteria procedure). Thus, they can form a part of a variety of courses, including work-related courses and community-interaction courses.

Materials Needed

The materials used in the Teaching Strategies include

- a video camera, recorder, and monitor;
- picture-cards for use in role-play situations;
- samples of common signs (e.g., Washroom, 'No Smoking,' etc.);
- a variety of packaged foods and beverages;
- overhead projector (or large poster with illustrations); and
- copies of illustrated Class Participation Skills List: Break Skills (sample at end of this section).

Class Participation Skills List

Classroom Behavior

Attendance:

- attend class as scheduled
- arrive on time for class
- inform the instructor re: absence from class
- inform the instructor re: lateness to class

General Behavior:

- display adult behavior
- control distracting habits
- pay attention through distractions
- show respect for others
- go along with group decisions
- carry BCID, wallet, kleenex, pen, pocket money, pay phone money

Participation:

- take part in discussions
- vote on group decisions
- go along with group decisions
- take part in role-plays

Break Skills

General Procedures:

- leave for breaks at specified time
- return from breaks at specified time
- get belongings from and return them to locker/designated area
- go to correct break location
- go to and from break location quietly and directly
- use free time acceptably
- use social facilities
- demonstrate a basic safety consciousness when using social facilities
- follow essential signs (e.g., washroom, smoking area)
- use washroom during break when possible
- use telephone during break

Cafeteria Procedures

- follow cafeteria line-up procedure
- read menu and prices
- decide on food while keeping in mind money, time, and diet restrictions
- use tray if necessary
- order food appropriately
- have money ready
- pay for food with sufficient amount of money
- monitor change if necessary
- locate condiments/utensils/napkins
- choose applicable utensils depending on food chosen
- add appropriate amounts of condiments
- use vending machine properly
- choose location to sit
- carry food/beverage to table without spilling
- ask for permission to sit before doing so at an occupied table
- eat appropriately (small bites, reasonable pace, neatly, with closed mouth, use napkins)
- speak only when mouthful is finished
- speak about appropriate topics
- drink appropriately (reasonable pace, neatly, quietly)
- open: plastic bags cellophane wrappers
  cans, bottles
- open/close thermos
- follow cafeteria clean-up procedures

Teaching Strategies

Classroom Behavior

Attendance

* Elicit from the students some things they remember about being in school. Ask questions such as the following.

  - Can someone tell me about another time when they were in class?

    - What did you do during the class?
    - Could you talk whenever you wanted to?
    - Where did you sit?
    - What happened if you were late?
    - Did other students sometimes do things that bothered you?
    - Did everyone talk at the same time?
    - What kind of clothes did you wear to class?
    - Did you ask questions?
    - Did the teacher ask you questions?

  The students' answers to these questions will give you some information on the areas you may need to emphasize.

* Review the class schedule: times and days, length of classes, and breaks. Give each student a card with your name and telephone number and tell them that you expect them to call you if they have to miss a class or if they expect to be late for a class.

General Behavior

* Discuss the following general class rules and have students add other appropriate rules that would meet the needs of their class.

  - While one person is speaking, everyone else should remain quiet. Everyone will have a turn speaking.

  - Listen to what is being said. Remind students that they should show others they are listening by looking at the person speaking, not interrupting, sitting still, and keeping their hands down.

  - Show respect for each other by, for example, being polite (using "please" and "thank-you"), listening to the person who is speaking, and not making fun of someone when he or she makes a mistake.

- Control habits or mannerisms that might irritate or distract others in the class. Students are in the class to learn and this is made more difficult when someone is behaving in a way that bothers others.

- When someone is doing something that is distracting, students should try to ignore the behavior or ask the person, politely, to stop behaving in that way.

- Confidentiality: Do not talk, outside of class, about private things that happened in class. Do not use the names of people who are not in class.

- Display adult behavior at all times, in class and on the way to and from class. Tell students that they can demonstrate adult behavior by remembering all of the above rules and by dressing appropriately, using a conversational level and tone of voice, speaking about appropriate topics, coming to class on time, and letting the instructor know if they will not be attending a class or if they must be late or leave early.

* Carrying identification: Ask: "Does anyone have a card in their wallet or purse that has their name, address, and telephone number on it? That is called an identification card or an I.D. card. It is very important to have an I.D. card with you for several reasons. Can anyone tell me why?"

- In case you are hurt and cannot tell anyone your name
- If you lose your wallet or purse, the person who finds it will be able to return it to you.
- If someone cannot understand what you are saying, you can show them the card.

Ask if anyone has a BCID card and ask him or her to pass it around so that the other students can see what it looks like. If no one has one, then show them your driver's licence and explain that it is similar. Explain how to get a BCID card and encourage students to apply for one. (BCID is a plastic identity card, similar to a driver's licence, which can be obtained from the Motor Vehicle Branch.)

* Review all attendance and general behavior skills, eliciting as much information as possible from the group by such methods as: asking open-ended questions, modelling, and demonstrating appropriate classroom behaviors. For example:

- "If classes are from 9:00 to 11:30 every day, you should arrive for class by ..." (5 to 9 or 8:55)

- "What can you do if you can't tell the time?" (e.g., ask for the time)
- Look down at the floor and ask, "What should I be doing in order to take part in class better?" (look at the person(s) you're speaking to)
- "Would someone please demonstrate for the group what good posture in class means." (sitting up straight, feet on the floor, hands on lap, or arms folded, head up)
- "When someone is speaking, everyone else should be ..." (looking at/listening to him or her)

Participation

* Explain the meaning of a group discussion (e.g., "One of the things you will be doing in every class is talking about something for ten minutes or so. This is called a discussion. The group will choose what to talk about. What would you like to talk about today?").

Put suggested topics on the board, with a simple sketch to illustrate each one (e.g., a musical note for music, a hockey stick for sports, a suitcase for vacations).

If students are having trouble coming up with ideas, ask some questions such as: "What do you like to do in your spare time?" or "What is your favorite sport?"

When there are three or more suggested topics, have the class vote on which one they will discuss. Be sure they understand that they can vote only once. Count the votes for each topic and mark them on the board with strokes, so that everyone can see the number of votes for each. Ask if anyone can tell which topic 'won'. If not, explain how this is done.

* Demonstrate the use of the video recorder and camera to the group, and let each person see themselves on the screen. Explain that you will be recording their discussion so that they can watch it afterwards, and emphasize that they should not look at the camera during the discussion.

Review the following rules for discussion, using an overhead projector or a large poster with illustrations.

- Only one person speaks at a time.
- Everyone takes a turn speaking.
- Look at the person who is speaking.

- Look at the person(s) to whom you are talking.
- Stay on the topic.
- Speak loudly enough for everyone to hear you.
- Ask someone to speak up if you can't hear them.

Turn the video equipment on but leave the monitor off. Ask the students to begin their discussion. If there are two instructors, one should stay with the group and the other run the camera. If there is only one instructor, set the camera so that it covers the whole group and sit with the group during the discussion. Be sure students are seated so that their faces are visible to the camera (a horseshoe arrangement is best, with the camera in the opening).

During the discussion, intervene as little as possible, except to remind students briefly of the discussion rules. Don't be too quick to speak during silent periods; let the group deal with the silences if they can. After about ten minutes, turn off the recorder.

* Review the discussion rules and ask the students to watch themselves and others to see if they were following the rules. Replay the tape, stopping it with the pause button frequently to ask various students how they were behaving during the discussion. For example,

- Who is speaking now? Where should you be looking? Are you looking there?

- How can you show that you are interested or paying attention?

- Can you hear what you are saying? What could you do next time to be sure everyone hears you?

Encourage students to approach the monitor and point out what they are seeing on the tape.

* Explain to students what feedback is. Have students give feedback to each other. Emphasize that when giving feedback to others, you should always:

- make positive comments first (e.g., "I thought your eye contact was good.");

- make suggestions for improvement rather than negative comments (e.g., "I think you should have spoken more slowly." instead of "You talked too fast.").

Also, remind students that feedback from others is meant to be helpful, so they should acknowledge it by saying something, such as "Thanks for the idea." or "I'll try that next time."

Reinforce rules for giving feedback by asking questions in a positive way. For example,

- What is John doing to show that he is paying attention?

- What could Mary have done to make her comment easier to hear?

* Ask if anyone knows what it means to role-play. If no one does, ask if they have ever played charades at a party or acted in a school play. Explain that role-playing is like acting, except that rather than memorizing lines, you just say what you think is called for in the situation. Emphasize that it is very easy to do, and also a lot of fun. Some people find it hard at first but soon learn to enjoy it.

As an initial exercise, have each person act out a simple situation or action, such as eating a hot dog, brushing their hair or teeth, making a cup of tea, vacuuming, or washing the floor. At first, students may find props helpful to get into the spirit of their role-play. Encourage students to come up with their own ideas as much as possible.

If there are two instructors, break into two groups, as some people will be more comfortable in a smaller group at first. If a student is particularly reluctant to try a role-play, offer to do one with him or her, model the role-play, have the student join you, and then let him or her finish it alone. This is usually enough to get a reluctant student involved in the exercise. If someone refuses to do a role-play alone or with you, don't insist on it; let him or her watch at first; they will probably join in eventually, when they feel more comfortable with the group. Contact with the student's support person may give you some ideas about a reluctant student's interests.

* Videotape each student doing his or her role-play. When taping, be sure to include the whole group so they can see how they are doing on their individual and group goals.

When reviewing the tape, emphasize that the students should be watching themselves to see how they are doing on their objectives. The performer may comment on the quality of the role-play performance and may request feedback from others.

* Ask students for feedback about the role-plays they did in the last class. How did they feel? Was it helpful to be able to watch themselves afterwards? If students express negative feelings about the role-plays or about watching the tape, explain that almost everyone feels that way at first, but that it gets easier the more you do it. It may also be useful to tell them that, at the end of a course, students usually say they liked and learned best from the role-playing and watching themselves on tape.

* Have some cards ready showing pictures of various activities. Put them face down on a table, and have each student pick one and think for a minute about how to role-play the activity on the card. You may have to spend time with some students giving them ideas about how to do this. Then, have each person do their role-play and videotape them doing it.

  If the class would prefer, this exercise can be done in teams, as in charades. Students may also ask others to take part in their role-play.

  Be sure to emphasize to the students that what is important is not how good they are as actors but how well they remember and put into practice their personal objectives during their role-play.

  As when reviewing the discussion tape, stop frequently at points where various students can see clearly how they are behaving, and ask them to comment on how they are doing in achieving their personal objectives.

* Most of the role-plays the students have done to this point have been by themselves or with one other person. The following method will provide some structure for them to begin to interact in a role-play situation.

  Prepare a short 'play' consisting of one line or two per student. Put each line on a flashcard, with a picture or sketch to help the students remember their line(s). Distribute these to the students and rehearse the play two or three times, until everyone seems fairly comfortable about their part. If students want to ad lib, encourage them to do so. The cards are meant to help them remember what they are supposed to say, but saying it in their own words is certainly preferable.

  One possible scenerio could be a group of friends meeting in a restaurant, exchanging greetings, and ordering something to drink. The dialogue might be as follows:

First line: How is everyone? (All participants are asked
and answer the question.)
Second line: How was work today? (Same as above.)
Third line (by waiter/waitress): What would you like?
Fourth line: What are you doing tonight?
Fifth line: Does anyone want to go to a movie?

If there are too many students for one play, divide the group and have two plays. When the students are fairly comfortable with their lines, videotape the play.

Replay the tape of the play and have students make comments on their performance. Don't encourage comments about the quality of the performance; try to have the students concentrate on how they did on their personal goals during the role-play.

Break Skills

General Procedures

* Ask students to brainstorm the kinds of things that can be done during a break (e.g., have lunch or a snack; read a book; do handicrafts or puzzles; play cards; make telephone calls; go for a walk). If inappropriate suggestions are made, discuss why they would not be good things to do on a break.

* If a student does not appear to recognize the meaning of signs found in break areas, he or she may be trained to observe others in order to determine the meaning. For example, if a student is not sure which washroom to use, he or she should observe the sex of the people going in and out of the washroom; or to determine if an area is "smoking" or "non- smoking", check for ashtrays and observe the behavior of other people. Instructors should also have a variety of signs on hand to train students on the meaning of common symbols.

* Discuss the importance of returning from break on time. If a student is unable to tell time, he or she may be paired with, or trained to observe, another student who can tell time. The student would be trained to return from breaks at the same time as the student who does tell time. If break is at the same time every day, the student may be encouraged to purchase a watch with a signal that could be set for the time that he or she should leave the break area.

Cafeteria Procedures

* Distribute a copy of the Break Skills portion of the Class Participation Skills List to each student. If students have limited reading abilities, the illustrated list at the end of this section can be used.

Following each break taken in the cafeteria, students should fill in the skills list and discuss any steps they have missed.

* Go with students to the cafeteria and have them observe cafeteria procedures; point out behaviors that are appropriate and those that are inappropriate. Discuss the reason(s) why the behaviors are either appropriate or inappropriate.

* Role-play types of behavior and have the students identify the behaviors as acceptable or not acceptable. When inappropriate behavior has been role-played, have students demonstrate what the appropriate behavior is.

* Have students bring a lunch and take a lunch break in the classroom. Students should observe the same standards as would be expected in a cafeteria or restaurant re: clean-up, manners, voice level, etc.

Videotape this lunch break and have each student give feedback on his or her own performance, based on the skills being worked on. Give students positive reinforcement for skills done well, and constructive feedback about skills that require improvement.

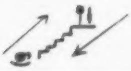
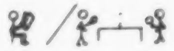
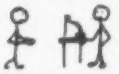
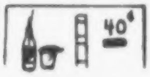
Model the appropriate behavior and then have the student role-play the same behavior; this will provide the student with an opportunity to experience success with the skill. Prompt the student during the role-play, if necessary, using verbal or gestural prompts.

* Discuss the advantages and disadvantages of bringing a lunch vs. buying a lunch. For example,

- Bringing a lunch is less expensive; you can have what you like; you know it is fresh; it can be boring; it takes time to make a lunch every day.
- Buying a lunch is more expensive; you may not get many choices; you can have hot food; you don't have to bother making one every day.

- If students experience difficulty with types of packaging for foods and beverages, bring those packages to the classroom if possible for practice opening them. If necessary, set limits. It may not be feasible for students with physically handicapping conditions to independently manage some types of packaging. A student may have to learn to ask a friend for help or purchase something he or she can manage independently when alone during a break.

Break Skills

	leave for breaks at specified time return from breaks at specified time											
	go to correct break location											
	go to and from break location quietly and directly											
	use free time acceptably use social facilities (board games, books, etc.)											
	follow essential signs (e.g., washroom, smoking area)											
	use washroom during break when possible											
	follow cafeteria line-up procedure											
	decide on food while keeping in mind money, time, and diet restrictions											
	use tray if necessary											
	Have money ready order food appropriately											
	pay for food with sufficient amount of money monitor change if necessary											
	use vending machine properly											
	choose location to sit carry food/beverage to table without spilling											
	eat appropriately (small bites, reasonable pace, neatly, with closed mouth) speak only when mouthful is finished drink appropriately (reasonable pace, neatly, quietly)											
	follow cafeteria clean-up procedures											

PERSONAL SKILLS

Personal skills are those skills, necessary in all settings, that will promote the health and safety of individuals, as well as facilitate the development of a positive self-concept. The topics include:

Grooming and Hygiene - How to ensure cleanliness and a good appearance, and why these are important; How to remain healthy; How to dress appropriately; Washroom use

Personal Rights and Responsibilities - What are they?

Dealing with Feelings - How to cope with feelings of anger, depression, etc.; Relaxation techniques

Materials Needed

The following materials are used in the Teaching Strategies. Some of the items applicable to Grooming and Hygiene Skills are also used in the Skills Assessment:

- video camera, recorder, and monitor
- a mirror
- access to a sink
- a comb or brush
- a nail brush
- pictures of people, demonstrating the following:
  - need/don't need a haircut
  - good/bad posture
  - co-ordinated/unco-ordinated clothing
  - clothing in good repair/poor repair
  - age-appropriate/inappropriate clothing
  - clothing appropriate/not appropriate for a job interview
  - clean/dirty clothing
  - neat/messy, wrinkled clothing
  - properly fastened/improperly fastened clothing
  - various pictures of footwear
  - appropriate/inappropriate accessories and/or jewelry

If pictures of any of the above cannot be found in magazines/catalogues, etc., samples of those articles should be available. For example, a coat with buttons and a belt could be used to ask the student to demonstrate proper fastening of the article.

- samples of body hygiene products (soap, deodorant, etc.)
- samples of oral hygiene products (toothbrush, dental floss, etc.)
- guest speakers to talk about oral hygiene
- three pictures of assertive behavior (see Appendix C: Instructional Artwork)
- copies of the illustrated Personal Skills List: Grooming and Hygiene (sample provided at the end of this section)
- copies of the pamphlet, Canada's Food Rules, available from a local Health Unit.

Personal Skills List

Grooming and Hygiene

- have good posture

- appear rested and awake

- have appropriate body hygiene:
    - bathe regularly
    - use deodorant
    - attend to nasal hygiene when necessary
    - carry tissue at all times
    - attend to menstrual hygiene when necessary
    - wash hands when necessary
    - use soap when washing
    - dry hands after washing
    - follow special hygiene procedures when necessary (e.g., dandruff shampoo, medication for skin, etc.)
    - take care of small first-aid problems when necessary (e.g., slight burns, cuts, etc.)

- have appropriate oral hygiene:
    - clean teeth regularly
    - use dental floss
    - maintain fresh breath

- maintain a neat appearance:
    - keep hair clean
    - keep hair tidy
    - cut hair when necessary
    - carry a comb/brush
    - keep beard tidy or be clean-shaven
    - use mirror when necessary
    - keep fingernails clean and trimmed
    - maintain nail polish, if used
    - use make-up appropriately
    - keep eyeglasses clean

- dress appropriately:
    - wear well-fitting clothing
    - wear clothing in good repair
    - wear clean clothing
    - wear wrinkle-free clothing
    - wear properly fastened clothing
    - wear clothing suitable for the occasion
    - wear age-appropriate clothing
    - wear weather-appropriate clothing
    - wear well-maintained footwear
    - use accessories appropriately

Grooming and Hygiene, Cont'd

- use washroom appropriately:
  - use toilet/urinal appropriately
  - wipe after using toilet
  - wash hands after using toilet
  - adjust clothing properly after using toilet

- request information/assistance on personal needs when necessary

Personal Rights and Responsibilities

- understand the meaning of 'personal rights'

- identify three personal rights

- understand the meaning of 'personal responsibility'

- identify three personal responsibilities

Dealing with Feelings

- describe three kinds of behavior:
  - passive
  - aggressive
  - assertive

- adequately deal with feelings of:
  - anger
  - frustration
  - nervousness
  - anxiety
  - depression

- demonstrate relaxation techniques:
  - deep breathing
  - deep muscle relaxation
  - 'faraway places'

Personal Skills Assessment

Grooming and Hygiene

1. Show me what good posture is when you are sitting.

		Yes	No	Comment
Student:	straightens back	( )	( )	____________________
	puts legs together	( )	( )	____________________
	puts arms in front	( )	( )	____________________

2. Show me good posture when you are standing.

		Yes	No	Comment
Student:	stands straight	( )	( )	____________________
	puts arms at side	( )	( )	____________________

Present student with at least two pictures: one of a person looking rested and awake, and another of a person looking bored or tired.

3. Show me which person looks rested and awake.

   Student responds: Yes ( ) No ( ) ____________________

4. Show me which person looks bored or tired.

   Student responds: Yes ( ) No ( ) ____________________

5. When do you brush your teeth?

   Student responds: ____

6. Did you brush your teeth this morning?

   Student responds: Yes ( ) No ( ) ____________________

7. Can you tell me what dental floss is?

   Student responds: ____

8. How often do you 'floss' your teeth?

   Student responds: ____

9. I'm going to ask you to show me some things a person usually carries. Can you show me:

   - your comb or brush Yes ( ) No ( )
   - a handkerchief Yes ( ) No ( )

Grooming and Hygiene, Cont'd

10. What would you do if you needed to wipe your nose and you didn't have a handkerchief?

Student responds: ______________________________

11. When did you last wash your hair?

Student responds: ______________________________

Present the student with several pictures, at least one of which depicts someone who needs a haircut.

12. Do any of these people need a haircut?

Student identifies person(s): Yes ( ) No ( ) __________

13. Do you need a haircut now?

Student responds: Yes ( ) No ( ) ______________

Supply the student with a mirror and, if necessary, a comb or brush.

14. Do you need to comb your hair right now?

Student responds: Yes ( ) No ( ) ______________

15. Show me how you comb your hair.

	Yes	No	Comment
Student: uses the mirror	( )	( )	______________
sets the part	( )	( )	______________
arranges hair neatly	( )	( )	______________

A sink is required for the next two questions. Place a nail brush by the sink.

16. Show me how you wash your hands.

	Yes	No	Comment
Student: uses soap	( )	( )	______________
rinses hands	( )	( )	______________
drys hands thoroughly	( )	( )	______________

17. Show me how you clean your fingernails.

Student: uses nail brush Yes ( ) No ( ) __________

Grooming and Hygiene, Cont'd

18. What do you use to cut your fingernails?

Student responds: ______________________________

19. Do your fingernails need to be cut right now?

Student responds: Yes ( ) No ( ) ______________

If the student is wearing nail polish, ask the following question.

20. Does your nail polish look okay right now?

Student responds: Yes ( ) No ( ) ______________

21. Are you dressed neatly now?

Student responds: Yes ( ) No ( ) ______________

Supply the student with at least two pictures of people dressed casually but neatly, and people who are wearing clothes that are messy, wrinkled, or dirty.

22. Show me the picture(s) of the people who are dressed neatly.

Student responds correctly: Yes ( ) No ( )

Supply the student with pictures for each of the following types of dress, and have the student identify the appropriate dress. Supply the student with one set of appropriate and inappropriate choices at a time. For (c), choose pictures that are specific to the site in which the student will be functioning.

23. Show me the picture(s) of the person (people) wearing clothes that:

	Correct Response	
	Yes	No
a) fit well	( )	( )
b) are in good condition	( )	( )
c) are proper to wear to . . .	( )	( )
d) are proper for adults	( )	( )
e) you should wear if it is raining/snowing/hot, etc.	( )	( )
f) you should wear to a job interview	( )	( )
g) are done up properly	( )	( )
h) go with the shoes they are wearing	( )	( )

Grooming and Hygiene, Cont'd

24. Do you use a razor? What kind of razor do you use?

Student responds: Yes ( ) No ( ) ____________________

Ask male students the following questions. Supply the student with a mirror.

25. When do you shave?

Student responds: ____

26. Do you shave every day?

Student responds: Yes ( ) No ( ) ____________________

27. Do you need to shave now?

Student responds: Yes ( ) No ( ) ____________________

Ask female students the following questions. Supply the student with a mirror.

28. Do you wear make-up?

Student responds: Yes ( ) No ( ) ____________________

29. Does your make-up look okay right now?

Student responds: Yes ( ) No ( ) ____________________

If the student wears glasses, ask him or her to do the following.

30. Show me how you clean your glasses.

Student:	uses cloth/tissue	Yes ( )	No ( )	_______
	demonstrates thorough cleaning	Yes ( )	No ( )	_______

Tell the student that you would like him or her to finish the following sentences. It may be useful to give an example to show what you expect (e.g., "Your name is . . . ").

31. After you use the toilet, it is important that you . . . .

Student responds: ____

Grooming and Hygiene, Cont'd

32. If you had a question about something personal, you would . . . .

Student responds: ______________________________

33. If you had a small cut or burn, you would . . . .

Student responds: ______________________________

Ask women to complete the following sentence.

34. If you have your period, you should always carry extra . . . .

Student responds: ______________________________

Personal Rights and Responsibilities

1. Tell me about three rights that you have.

Student responds: ______________________________

2. Tell me about three responsibilities that you have.

Student responds: ______________________________

3. Tell me three good things about yourself - three things you like about yourself.

Student responds: ______________________________

Dealing with Feelings

1. What do you do if you feel angry at someone?

Student responds: ______________________________

2. What would you do and/or say if someone butted in front of you in line for a movie?

Student responds: ______________________________

3. Tell me about a time when you felt nervous.

Student responds: ______________________________

Dealing with Feelings, Cont'd

4. Do you feel nervous now?

   Student responds: ______________________________

5. What happens when you feel nervous?

   Student responds: ______________________________

6. What can you do to make yourself less nervous?

   Student responds: ______________________________

Teaching Strategies

Grooming and Hygiene

* Distribute a copy of the Grooming and Hygiene section of the Personal Skills List to each student. If students have limited reading abilities, the illustrated list at the end of this section should be used.

Discuss each item on the list to be sure students understand what is expected of them, especially in the areas of cleanliness and appropriate clothing. Ask students: "Why is it important to have a clean body? To appear rested and awake? To have clothes that are in good repair? To keep your hair tidy?" Emphasize the importance of making a good first impression; explain that others often make judgments about us, based on our appearance, before they even know our names.

Explain that you will ask them to review their list at the beginning of every class and put a check beside each item that is true that day and an 'X' beside items that are not true that day; and that you will review their lists with them and give them feedback. Emphasize that you will give this feedback on a one-to-one basis, because it is a personal matter. Encourage students to give each other positive feedback on their appearance, whenever appropriate.

At the start of each of the subsequent classes, have students mark their Skills Lists in pencil. As each person finishes, look over it with them, pointing out items on which you think they were too hard or too easy on themselves. Be sure that the student understands your reasons for changing a check to an 'X' or vice versa.

Encourage students to use their Skills List at home as a reminder that everything is done before leaving the house. If a student is not performing a skill to an appropriate level, try to determine if there is a specific reason. For example, does a student miss spots when he shaves because he forgets to wear his glasses while shaving?

* Ask the group for another word for hygiene (cleanliness, being clean). Discuss the kinds of things we have to do to be clean and how often they should be done.

- bathe or shower: daily
- wash hair: as often as needed (varies from daily to every few days)

- brush teeth: after every meal
- cut and clean nails: as needed
- use mouthwash: daily or more often, if needed

Why should we do these things? Ask the class how they feel if they have to sit or stand near someone who has body odor, bad breath, or dirty, greasy hair. If some students say they don't notice these things, point out that many people do notice, and they don't usually like it. Point out that in social situations or when you're looking for a job, it is very important to look as good as you can; an employer is not likely to hire someone who comes in to apply for a job with dirty hair and nails, bad breath, and body odor. Remind them that it is in their own interest to be as clean as possible, which is why you are having them keep track of their hygiene.

* Is it enough to be clean? Show some pictures of people who are dressed very sloppily, but who appear to be clean otherwise. Ask: "Would you hire this person to work for you? Why not? What could each person do to improve his or her appearance?"

Review items on the Skills List that relate to having a neat and tidy appearance (Grooming and Hygiene). Have each student identify any items they think they need to work on, and put a star beside it on their list, to help them remember and concentrate on improving those items in the next few weeks.

Be sure to emphasize that, while our personality and skills are more important than our appearance, having a clean, neat appearance gives us a big advantage in most situations, whether social occasions or job interviews.

* Ask if the women in the class would be interested in a session to learn how to use make-up appropriately. This can be arranged outside class time or, if the men have a topic they would like to discuss by themselves, the students could be split into two groups for one class.

* Ask the class to name the kinds of things we need to do to stay healthy (e.g., eat properly, get enough sleep, exercise regularly, and have regular dental and medical checkups).

What has our health to do with our appearance? What do you look like when you're sick? (pale, tired, no energy)

Grooming and Hygiene, Cont'd

If you are healthy, you are more likely to have clear skin, shiny hair, and bright eyes, all of which contribute to your appearance. Also, if you have lots of energy, you are more likely to impress a potential employer as someone who would be a good employee; you will feel good and enjoy whatever you are doing more, if you're in good health.

* What is a good diet? Elicit ideas from the class, then review Canada's Food Rules, explaining that each meal should contain something from each food category. Hand out copies of the Food Rules and encourage students to keep the pamphlets with them so they can consult the rules before making or eating a meal. Ask everyone what they had for dinner last night and for breakfast this morning, and have them evaluate their meals based on the Food Rules. Be sure to mention that we all sometimes eat meals that aren't perfectly balanced, but that we should try to have a well-balanced diet most of the time. The trainer could talk about what constitutes a good snack and reinforce this during break/lunch.

What about vitamins? Why do we take them? Who can tell us whether to take them? When should we be especially careful to make sure that we are getting enough vitamins and minerals? (when we are feeling run-down or when everyone around us is getting sick)

* Ask students what kinds of exercise they do and how often. Do they play a sport regularly? Do they run or walk frequently? Do they go to fitness class or work out with weights? Do they swim or ride a bike? Why is exercise good for us? (It keeps us in good shape, controls weight, relaxes us, and makes us more energetic.)

Have students mime their favorite form of exercise and let the others guess what it is.

* Ask how much sleep everyone had last night. Was it enough? Point out that although different people need different amounts of sleep, the average is around eight hours. How can you tell if you're getting enough sleep? (You feel alert and can concentrate.) If you don't get enough sleep, how do you feel? (Sleepy, grumpy, unable to concentrate.) The amount of sleep can have a great effect on how you learn in class, as well as how well you do your job; so it is very important to get enough rest. If you fell asleep on the job, what might happen? (get fired, get hurt)

Grooming and Hygiene, Cont'd

- Invite guest speakers to discuss and/or demonstrate good dental hygiene, good personal hygiene, etc.

- Visit local facilities for presentations on topics such as nutrition, hair care, etc.

- Model good posture whenever interacting with the student.

  Using a mirror, photograph, or video, show the student how he or she looks with poor posture. Demonstrate good posture, both sitting and standing, and ask the student to do the same. Give feedback regarding the specific components of posture that the student needs to work on (e.g., keeping his or her back straight, shoulders back, etc.). It is also a good time to address other behaviors, such as sitting with legs together and keeping arms at sides.

  Show the student pictures of people who have poor posture and compare them to pictures of people demonstrating good posture. Ask questions such as "Who do you think looks more interested or healthy?" or "Who do you think would look better in a job interview?" Have the student demonstrate good posture in various role-plays.

- Bring in deodorants and other suitable body hygiene products such as soap, band-aids, and acne medication. Discuss what each is used for and how often it should be used. For example, deodorant should be used daily. Another point to mention to female students is that shaving under the arms can help to reduce body odor if it is a problem.

  When discussing body odor, emphasize that washing is the most important thing and that it needs to be done daily. If a body is not kept clean, it will smell, and people will not like to be near that person. Ask students how often hands need to be washed and if there are any times when you need to be extra sure that hands are clean (e.g., after using the toilet; when handling food).

  If any films are available on the subject of germs or health care, they may be useful, as the concept of germs is a difficult one to explain. Basically, students should know that germs live in dirty places, and if they are not washed away, they can make a person sick or cause infection. Health care workers are often willing to speak to students about proper hygiene and the selection of hygiene products.

Grooming and Hygiene, Cont'd

Role-plays are useful here also. Use a volunteer who will pretend to have poor hygiene. Indicate that it is unpleasant to be near that person. An example of a possible role-play might include one person sitting down next to another and then wrinkling their nose and moving to another seat.

Other role-plays might include one person not wanting to shake someone's hand because it is dirty or because that person has been picking his or her nose.

* Establish guidelines to cover how long clothing can be worn before it is considered dirty. Underwear, socks, and shirts are worn one day only; pants may be worn two days; jackets and other wear should be checked weekly for cleanliness.

* Hair care can be dealt with in the same way. A selection of shampoos can be brought in and their differences discussed. For example, people who have oily hair or dandruff may want to choose products that are especially made for those needs. Help people to establish whether or not they should be looking for special products, and how to identify these products.

Have a mirror available, or go into the washroom and have the student show you how they comb their hair. Explain that this needs to be done several times a day. Suggest that they go into the bathroom and check their appearance before they come into the class. Give the student feedback about how their hair looks most flattering.

* Oral hygiene (i.e., brushing, flossing, and using mouthwash) can be covered thoroughly by a local hygienist. Public Health hygienists often have slide presentations, models, and samples available and will do presentations. If this service is not available, bring in toothbrushes and floss and demonstrate how to use them correctly. Try to cover some of the misconceptions such as, "If you use a mouthwash with fluoride, you don't have to brush your teeth."

Let students know that it is unpleasant to talk with someone who has poor oral hygiene (dirty teeth or bad breath). A role-play that illustrates how someone might back away from or avoid someone with poor oral hygiene may be helpful.

* When discussing clothing, arrange to have a selection of clothes and accessories brought into class. This should include a selection of footwear, pants, shirts, sweaters, jackets, shorts, etc. The mix should be from casual to

formal. There should be a selection of patterns, some that go together and some that clash. Try to include samples that lend themselves to common errors in dressing (e.g., sneakers with a dress). Try and include a selection of clothes that are age-inappropriate, dirty, wrinkled, or damaged. Pictures of clothes could also be used.

Ask students to compile outfits for various occasions, such as working in an office, working in a greenhouse; or going to a ball game, a dinner, or a fancy restaurant; an interview for a job, etc. Students may be asked to compile an entire outfit or to add a certain item to a particular outfit. Accessories should be included. Clothes should be arranged so that shirts would have to be tucked in, belts done up, etc.

* Ask each student to think of someone they know who has a job; it could be their father or mother, a brother or sister, a friend, or just someone they have seen working. Ask each person to describe how that person dresses for work and have the rest of the class guess what kind of job the person has. Have a few examples ready yourself in case there isn't much variety in the students' examples. For example,

- I have a friend who goes to work in work pants, plaid shirts, heavy, steel-toed boots, and a hard hat. What kind of job does he have?

- My sister goes to work in a white dress or pantsuit and wears white shoes. What kind of job does she have?

- My brother goes to work in a three-piece suit and carries a briefcase. What kind of job does he have?

Obviously there are several possible answers to these questions. Write down all the ones that seem likely; discuss with the group why some answers are not correct (e.g., why a lawyer would not wear a work shirt, and a teacher would not wear a white uniform).

* Ask why it is that some jobs require uniforms and others don't (need to be clean, need to protect your clothes, need to be easily identified, etc.)

See how many kinds of jobs the class can name that require a uniform. When you don't have to wear a uniform, what should you wear? (This will vary depending on the job.) How

Grooming and Hygiene, Cont'd

can you tell what you should wear for a particular job? (You can guess, ask your employer, or look at what the other employees are wearing.) Which of these ideas sound like good ones? Which one doesn't?

* Read the following examples to the class and ask different students for an answer.

- Joan is starting her new job today at a day care centre. When she went there to be interviewed, she noticed that all the workers were wearing flat shoes and pants, with a smock over their clothes. Joan just bought a new dress and high-heeled shoes and would really like to wear them to work the first day. Should she?

- Harry is the new mail clerk in a large office building. The other people in his department wear casual clothes to work. Harry goes to work every day in a three-piece pinstriped suit. People look at him in a funny way as he makes his rounds delivering the mail. Why do they do that? What should Harry wear to work?

- David's new job is in a shoe store; the staff there wear suits to work and then take their jackets off when they are working. David decides to wear his favorite track suit and jogging shoes because they're more comfortable. Is this a good idea? What should he do?

- Martha is a receptionist in a dentist's office. The dentist has asked all of his staff to wear white uniforms. Martha just saw the cutest orange uniform in a store and wants to buy it to wear to work. What should she do?

* Have a large selection of pictures of people dressed for various kinds of work and ask students to say what kind of job they think the person has.

* Ask students to name someone they know who works; then, tell them to ask the person they named about the clothing worn by the people they work with. Students should report their findings at the next class.

Personal Rights and Responsibilities

* Ask students if they have heard the phrase "stand up for your rights." Have them brainstorm a definition of 'rights.' Emphasize that we all have the same basic rights.

Brainstorm a list of rights and write them on the board; encourage students to include both legal rights (e.g., the right to work, vote, religious expression, etc.) and human rights (e.g., the right to make mistakes, refuse requests, be independent, express feelings, etc.).

Ask students if the rights of adults are different from the rights of children; emphasize that they are adults; copy additional 'adult' rights on the board, such as the right to dress as we please, to stay out late, to choose our friends, etc. Explain to students that as adults, they have all the rights on the board, but that each right involves a responsibility (e.g., the right to work involves the responsibility of informing those we live with that we'll be late). Copy responsibilities beside each right on the board.

Ask students to look at the list on the board and identify any right they might not be sure they have. Have the class close their eyes and imagine a world in which no one has the right a student has identified; then ask them to imagine a world in which everyone has that right.

Go around the circle, having students fill in the sentence "I have the right to . . . " as assertively as possible. Students should be encouraged to state their rights in a way that is convincing (i.e., they should convey that they believe they have those rights).

Discuss why some students find it hard to accept particular rights (e.g., they have never been told; they have never been encouraged to exercise them; other people make decisions for them; etc.).

* Have the class do the following exercise called 'Strength Bombardment'. Ask for a volunteer and get them to stand or sit in the middle of the circle. Tell the class that they are going to say all the good things they can think of about the volunteer. Begin with yourself and either go around the circle or just let students speak as they wish.

Personal Rights and Responsibilities, Cont'd

Sentences may begin with: "I like you . . . " or "I like the way . . . " or "You're very good at . . . " etc. There should be no really long pauses; if there are, help students by asking "What about the way ____________ speaks up in class?" or "What about the way ____________ dresses?" or "What about the way __________ helps at break?", "Who likes that besides me?" This may be one exercise where you allow repetition of answers.

Everyone should have a turn in the middle. Ask students how they feel when their turn is over; the answer is usually "Great!"

Dealing with Feelings

* Ask students if they have to be assertive, if you have to be assertive, and if anyone is assertive all of the time.

* Ask students why no one is assertive all of the time - emphasize that it is a choice to be assertive or not and that each of us is responsible for the choice we make.

* Ask students when they might choose not to be assertive; give some specific examples if needed (i.e., Uncle Henry who visits once a year asks if you like his new tie. You don't like it but may choose not to say so).

* Note that we all act aggressively and passively sometimes; but that the idea of assertive training is to act assertively more often.

* Use the drawings of the three characters (see Appendix C: Instructional Artwork) to describe the three kinds of behavior and ask students to identify which character represents which behavior; you might say something like:

> "These characters show us three different ways of acting. I'm going to say something about each of them and I'd like you to tell me which one I'm talking about. There is one character who is passive. This character doesn't look people in the eye or speak clearly. This character often moves his hands and feet nervously, and is shy. This character does not say what he or she thinks and lets other people make decisions for him or her. Which one am I talking about?"

Dealing with Feelings, Cont'd

- * Go around the circle and take a consensus; ask students why they chose one character over another.

- * Speak briefly about the consequences of acting like each character, i.e., people are often afraid of aggressive people who hurts people's feelings; people who are passive let others choose for them and often don't get what they want; people who are assertive say clearly what they want, and increase their chances of getting it without hurting other's feelings.

- * Ask students to describe the three characters; go around the circle and encourage them to demonstrate what they mean.

- * Note that sometimes people are not assertive at the moment the situation occurs, or the thought comes into their head, but choose to assert themselves later (i.e., you want to ask your boss for a raise, but he or she is busy).

- * Talk about listening to and watching the other person to see if the time is right; discuss waiting for angry people to cool down.

- * Note that we can set limits on our timing (i.e., not put off asking for a raise indefinitely because the boss is always busy).

- * Give some examples and have students decide if it would be better to assert themselves immediately or wait.

- * Discuss moodiness with the class. What is a mood? (a feeling such as happy, bored, tired, etc.) Ask the students what kind of mood they are in.

  Explain that feelings are very strong and can interfere a great deal with work, school, social activities, and even our personal relationships. Give an example of this from your own experience to illustrate what you mean. Don't make it too personal or the students may be reluctant to follow your lead. Then ask if some people have had similar experiences that they would be willing to share with the class.

- * Emphasize that no matter how strong such feelings as anger, depression, and anxiety are, we can learn to control them to some extent and that it is important to do so. If we make no effort to control our negative moods, they will likely get stronger and we will feel increasingly helpless when they happen.

Dealing with Feelings, Cont'd

One way to control them is to try and understand what makes them happen and what you can do to avoid or minimize their causes. For example, if spending time with a certain person always seems to leave you feeling depressed, don't spend time with that person, or spend as little time as possible. If watching your favorite hockey team lose a game makes you angry, turn off the television as soon as they start to lose and do something else.

* Ask students what kinds of things make them angry or frustrated. Prompt if necessary, with questions such as:

  - How do you feel when someone butts in front of you in a line?
  - How do you feel when you put some money in a pop machine and no pop comes out?
  - How did you feel when you were trying to learn how to do something, like ride a bike or swim, and you just couldn't seem to do it?

* Have the group spend some time discussing different things that make them angry, depressed, or anxious and how they cope with these feelings. Encourage students who seem to have few coping mechanisms to ask the others for ideas.

* Ask students what they do when they are angry or frustrated. If someone says they yell or hit someone, discuss whether that is a good way to behave around others. What are some reasons why it is not?

  - It makes other people angry or upset.
  - It disrupts the work area or classroom.
  - It doesn't solve the problem.

Ask the group to come up with ideas about how to handle anger or frustration. Some suggestions might be:

- Count to 10.
- Take a few deep breaths.
- Talk to your supervisor, trainer, etc.
- Take a short break.
- Try to think of a solution to the problem.

Have some students role-play the above methods of dealing with anger or frustration.

Here are a few additional strategies that can be used at work to cope with feelings of depression.

- Keep busy; don't give yourself time to sit and feel badly.
- Try to do your job extra well -- you'll feel better about yourself; a run-in with the boss won't improve your mood.
- Try to concentrate on cheerful thoughts, like an upcoming event that you're looking forward to.

These same strategies can be used to alleviate feelings of anger and anxiety. Relaxation techniques such as deep breathing, muscle tensing and relaxation, and imagining a faraway place can also be effective. (Take some time to teach these methods now if the students are not familiar with them; otherwise, a brief review would be helpful.)

What could you do if you find that these kinds of feelings are often interfering with your work and other activities?

- Talk to someone who can help you do something about it, such as a counsellor. (Mention any local services you are aware of that provide counselling or referral.)

* Ask students to define anxiety. (Comparing it to being scared or nervous will help them get started.) Ask students if they have ever felt anxious and have them specify exactly how their bodies felt. It may be helpful to write these on the board. Emphasize that everyone feels anxious sometimes.

Ask students what they can do when they feel anxious. Their answers may include phoning a friend, exercising, going to their room, or telling themselves not to be nervous.

* Invite students to share with the class a time when they felt anxious; make particular note of how everyone has different situations and that what makes one person feel nervous is easy for another. Ask students if they felt nervous the first time they went in front of the video camera; ask them if they feel as anxious now. Explain that practice makes us feel less anxious; the more we do something, the less nervous we feel. Relate this to the work the students do at home; practising a situation in front of a mirror or in our heads is one way to prepare ourselves and to make us less nervous in the situation.

* Tell students that you are going to show them three techniques for relaxing - techniques that they can use almost any time they feel upset, nervous, or anxious, etc.

Deep Breathing

* Explain very briefly that to feel good about ourselves, we need to feel relaxed; the exercise that the class is about to do should leave everyone feeling calm and at ease. Have students sit and ask them to place their hands and feet in comfortable positions. Demonstrate one or two deep breaths: with your eyes closed, deeply fill your lungs, pause for a second and then exhale completely; don't be afraid to make noise as you inhale and exhale. Have students practise in unison; tell them to close their eyes and on a count of three begin inhaling.

The following will help students to benefit from this exercise.

- use of a soft calm voice;
- counting 4 for the inhalation, 2 to hold; etc.
- encouragement to completely fill and empty the lungs; it can be compared to filling the lungs with good things and blowing out all the bad things (tension, nervousness, and so on);
- remind students to keep their bodies relaxed and eyes closed; look around and if you see someone with tensed shoulders, simply tell everyone to drop their shoulders, etc.

Repeat the breaths four or five times.

Point out to students that this is a particularly portable technique, i.e., it can be done discreetly in a doctor's office or before talking to the boss.

Deep Muscle Relaxation

* This is a process of tensing and relaxing (for about 10 seconds each) special muscle groups, usually starting with the lower extremities. You might start like this after having everyone get into a comfortable sitting position (as for deep breathing).

> I want you to think about your body and feel the tension and anxiety flow out as you relax more and more. Let's start with your feet. Lift your feet a few inches off the floor and point them very tightly towards the floor. Hold them tight, keep them pointed just a bit more. Now, slowly relax . . . feel the warmth of the relaxation on your feet as they relax.

> Feel how nice it is to feel that warmth as it flows all through your feet, even to your toes. Now lift your feet off the floor, point your feet upwards, and tense your calf muscles.

Work on through the rest of the body, including squeezing the thighs, tensing the stomach and buttocks, filling the chest with air and tightening, scrunching up the shoulders, tensing all four sides of the neck, and scrunching the face or holding it open. You may want to finish by having students tense their entire bodies at once and then relax. This exercise will be facilitated by

- demonstrating tensing and relaxing each body part,
- using a calm voice tone, and
- encouraging students to keep their eyes closed and to concentrate on each body part.

Faraway Places

* This is the process of "imagining" a relaxing time and/or place. Tell students that imagining a time when they were really relaxed or a place that they would find very relaxing, will help them to feel calmer when they are feeling anxious. Explain that you are going to share a faraway place with ther and that they can go there or to their own place whenever they want. Using a calm, relaxing voice, describe such a place; you might say something like:

> "Everyone get comfortable in your chairs and close your eyes. Imagine that it is a sunny, sunny day and the sky is very blue. You are lying on a quiet beach. You can feel the warmth of the sun on your body. There is a light, gentle breeze blowing and when you look up you can see small white clouds lazily moving in the sky. One of the nicest things about being on the beach is the sound of the water. The small waves are rolling endlessly against the shore. There are some children playing in the distance . . . etc."

(Alternatively, you could bring in a taped relaxation session.)

Personal Skills List

Grooming and Hygiene

have good posture

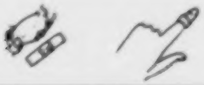
use deodorant

attend to nasal hygiene when necessary

carry tissue at all times

wash hands when necessary

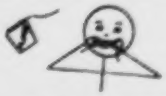
use soap when washing

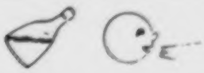

take care of small first-aid problems when necessary(e.g., slight burns, cuts, etc.)

wash hands after using toilet

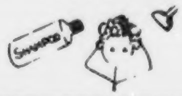
adjust clothing properly after using toilet

clean teeth regularly


use dental floss


maintain fresh breath

Grooming and Hygiene, Cont'd



keep hair clean

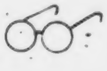
keep hair tidy

carry a comb/brush

keep beard tidy or be clean-shaven

keep fingernails clean and trimmed

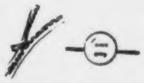
use make-up appropriately



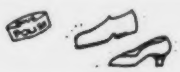
keep eyeglasses clean

wear clothing in good repair

wear wrinkle-free clothing



wear properly fastened clothing



wear well-maintained footwear

use accessories appropriately

SOCIAL SKILLS

Social Skills are those basic skills for social interaction that will enable an individual to function more independently in the community and in social situations. The topics include:

Greetings and Introductions - What types of greetings are there? With whom should they be used? How should you introduce yourself? How should you introduce two people to each other?

Compliments - What is a compliment? How do you give a compliment? How do you respond to a compliment?

Conversation - What do you do during a conversation? What is 'small talk' and how is it used? Social conversation with co-workers.

Body Language - What is it? How is body language used in greetings, introductions, giving and receiving compliments, and conversation?

Telephone Use - How to make and receive telephone calls; how to use a pay telephone; use of telephone books; emergency calls.

Asking/Following Directions - Who should you ask for directions? What should you say? How to follow directions.

It is essential that the person(s) living with or interacting frequently with the student be prepared to encourage and assist the students in practising these skills outside the classroom. They should have a clear understanding of what the student will be learning and how they can help the student to practise the newly acquired skills.

Materials Needed

The materials used in the Teaching Strategies include

- a video recorder, camera, and monitor;
- pictures of conversation topics;
- name tags of colored cardboard;
- a small hand mirror;

- a teletrainer (telephone training kit; available from the telephone company);
- access to two working telephones.
- Appendix C: Instructional Artwork

You will also need to arrange that someone be available to take and make telephone calls during the initial assessment period.

Social Skills List

Greetings and Introductions

- greet instructor
- greet peers
- respond to greeting question
- initiate greeting question
- respond to a farewell
- introduce himself or herself, using first and last name
- introduce others

Compliments

- acknowledge compliments
- give compliments to peers or instructor when appropriate

Conversation Skills

- answer questions on topic
- ask questions on topic
- make comments on topic
- speak in turn
- maintain eye contact
- initiate/carry on conversation with instructor
- initiate/carry on conversation with peers
- maintain an appropriate social distance during conversations
- speak so that others in the group can hear

Body Language

- identify:
    - happy
    - sad
    - bored
    - nervous
    - angry

Telephone Skills

- tell or show own telephone number
- place a call on a residential telephone
- hold receiver at an appropriate distance
- use a conversational level/tone of voice
- answer with appropriate greeting
- speak clearly
- take a message
- give a message
- end call appropriately
- replace receiver appropriately
- place a call on a pay phone
- use the telephone book to:
  - find emergency numbers
  - find numbers in the white pages
  - find numbers in the yellow pages
  - find numbers in the blue pages
- explain the role of the telephone operator
- carry $ .25 for an emergency call on a pay phone
- recognize busy signal
- recognize dial tone
- dial appropriately

Asking/Following Directions

- demonstrate an understanding of when to ask for directions
- identify the correct person to ask for directions on a bus, on the street, in a mall, in a store, in a public building
- politely ask the correct person for directions
- look at the person giving directions or in the direction indicated
- thank the person for directions
- follow directions correctly

Social Skills Assessment

Greetings and Introductions

1. Introduce yourself to the student (e.g., "Hello, I'm ______").

   Student responds by introducing himself or herself. Yes ( ) No ( )

   If no, student responds by ______________________________

2. Ask a greeting question (e.g., "How are you today, ________?")

   Student responds appropriately to question. Yes ( ) No ( )

   If no, student responds by ______________________________

3. Student asks a greeting question. Yes ( ) No ( )

4. At the end of the meeting, say to the student: "Well, ________, thank you for coming to the meeting. Goodbye."

   Student responds: Yes ( ) No ( )

Compliments

1. Give the student a compliment (e.g., "I like your . . . " [piece of clothing, jewelry, haircut]).

   Student acknowledges the compliment: Yes ( ) No ( )
   Comment: ______________________________

2. Ask the student to tell you what a compliment is.

   Student explains: Yes ( ) No ( )
   Comment: ______________________________

   If no, explain that giving a compliment means saying something nice to someone.

3. Ask the student to give you a compliment.

   Student gives a compliment: Yes ( ) No ( )
   Comment: ______________________________

Conversation

1. Ask the student to tell you something about himself or herself.

   Student responds to question: Yes ( ) No ( )
   Comment: ____________________

   If no, make a more specific request (e.g., "Tell me about a trip you've taken." or "Tell me about your family.").

2. As the student talks to you, does he or she:

	Yes	No	Comments
- use a conversational voice level	( )	( )	____________
- use an appropriate tone of voice	( )	( )	____________
- maintain eye contact	( )	( )	____________
- stay on the topic	( )	( )	____________
- speak in turn	( )	( )	____________
- maintain a comfortable social distance	( )	( )	____________
- control habits that distract others	( )	( )	____________
- participate during distractions	( )	( )	____________
- take part in discussions	( )	( )	____________

Body Language

1. Use body language to demonstrate the following 'messages' and ask the student to identify them.

Student identifies:	Yes	No	Comments
- happy	( )	( )	____________
- sad	( )	( )	____________
- bored	( )	( )	____________
- angry	( )	( )	____________
- nervous	( )	( )	____________

Telephone Use

1. Ask the student to tell you or show you his or her telephone number.

   Student:
   recites number ( ) shows number ( ) neither ( )

Telephone Use, Cont'd

Explain to the student that, sometime during the meeting, the telephone will ring and you would like him or her to answer it.

2. Ask the student to dial a specific number, ask for ______ ___________ (a person), and give him or her (a message).

Student:	Yes	No	Comments
- places the call	( )	( )	____________
- begins with appropriate greeting	( )	( )	____________
- asks to speak to the correct person	( )	( )	____________
- gives the correct message	( )	( )	____________
- ends conversation appropriately	( )	( )	____________

3. When the telephone rings, the student:

- answers with an appropriate greeting	( )	( )	____________
- takes a message correctly	( )	( )	____________
- ends the conversation appropriately	( )	( )	____________
- passes the message on correctly	( )	( )	____________

4. While using the telephone, the student:

- dials appropriately	( )	( )	____________
- holds the receiver at an appropriate distance	( )	( )	____________
- uses a conversational level of voice	( )	( )	____________
- uses a conversational tone of voice	( )	( )	____________
- speaks clearly	( )	( )	____________
- replaces the receiver appropriately	( )	( )	____________

5. Ask the student to show you or tell you how much money is needed to use a pay phone.

Student:
tells amount ( )   shows amount ( )   neither ( )

Telephone Use, Cont'd

6. Have the student make a call on a pay phone:

Student:	Yes	No	Comments
- listens for dial tone	( )	( )	________
- puts money in at correct time	( )	( )	________
- retrieves coin if call not completed	( )	( )	________

7. Ask the student to find numbers in the telephone book.

Student:			
- finds number in the white pages	( )	( )	________
- finds number in the yellow pages	( )	( )	________
- finds number in the blue pages	( )	( )	________
- finds emergency numbers	( )	( )	________

8. Ask the student to explain the following. (Use open-ended statements if necessary.)

Student recognizes/explains:			
- dial tone	( )	( )	________
- busy signal	( )	( )	________
- role of the telephone operator	( )	( )	________

Asking/Following Directions

1. Ask the student to finish the following statements.

- When you don't know where you are, it is called being ________. [lost]

- If you are lost, you will need to ask for ________. [directions, help]

- If you are having trouble finding a certain address or room, you could ________. [ask directions]

- Sometimes you need to ask directions to find a new place. Some people who you could safely ask directions from are ________. [police, storekeepers, etc.]

- If you were lost on a bus, you could ask for help or directions from ________. [the driver]

Asking/Following Directions, Cont'd

- If you were lost in a new city or neighborhood, you could ask directions from ______________. [police, mail delivery person, gas station attendant, etc.]

- If you couldn't find a room or office in a large building, you could ask directions from ______________. [security guard, receptionist]

2. Tell the student that you are now going to go to the front desk (or the information desk), and you would like him or her to ask the person there how to get to ______________.

Student:	Yes	No	Comments
- asks for directions	( )	( )	________________
- uses "excuse me"	( )	( )	________________
- uses "please"	( )	( )	________________
- looks at the person giving directions or in the direction being indicated	( )	( )	________________
- thanks the person for the directions	( )	( )	________________
- follows directions correctly	( )	( )	________________
- repeats the above steps if necessary	( )	( )	________________

3. Thank the student for showing you where ________________ was.

Student responds: Yes ( ) No ( )
If yes, response: ______________________________________

Teaching Strategies

Greetings and Introductions

* Ask the group the following questions.

  - "What did you say to me when you came into the class today?" (Hello, Hi, Good Morning/Afternoon)
  - "What did you say to your supervisor when you got to work this morning?" (same as above)
  - "What are some other things you might say to someone you haven't seen for a while?" (How are you? It's nice to see you.)
  - "What did you say to your mother/father/roommate when you got up this morning?" (Good Morning)

  Explain that these kinds of sayings are called greetings because we say them when we first see someone - when we are 'greeting' them. If you have been sitting beside someone and talking to them, you would not suddenly say "Hello," because you only say that when you first see someone.

  Ask the group when they should greet people (the first time you see someone during the day, or, if you or they have gone somewhere and come back during the day).

* Ask the class: "Are there certain ways that should only be used to greet some people? For instance, do you greet your mother the same way you greet me?" (You may kiss or hug your mother when you greet her; you just say 'Hello' to your instructor.)

  "Show me how you would greet me if I was
  - your mother or father;
  - your grandmother or aunt;
  - your uncle or cousin;
  - your pastor or doctor;
  - the postman;
  - your best friend;
  - a co-worker;
  - your supervisor;
  - a new worker;
  - a customer
  - someone you just met the day before."

  If students are reluctant to role-play these greetings, demonstrate a few for them, using either another instructor or a willing student.

Greetings and Introductions, Cont'd

If students seem unclear about whom it is appropriate to hug or kiss, suggest the following guidelines.

- You usually only hug or kiss family members.
- With other people, you shake hands or say "Hello."
- You might hug a very good friend, if you haven't seen him or her for a long time.

* Explain to the students that you would like each of them to role-play greeting two different people. Have students choose their own subjects; but, if everyone chooses to do the same role-plays, make suggestions to avoid repetition of types of greetings.

Videotape each role-play and review the tape immediately. When reviewing, concentrate on whether the student greeted the person appropriately; only comment on their method of doing so if it was related to one of their personal objectives. If their greeting was inappropriate, ask the student to try again after you have discussed a more appropriate way.

* Ask if one of the students can show you what an introduction is. If there is no volunteer, or if no one knows what an introduction is, demonstrate by introducing yourself and stating your first and last names, where you live, and what your job is. Ask each student to introduce himself or herself in the same way. Provide verbal prompts if a student cannot remember all of the above items.

* Ask the following questions:

- Why do you introduce yourself? (so that people will know your name)
- When do you introduce yourself? (at parties, dances, in a new class, when visitors come to the house, at church)
- How do you introduce yourself? (look at the person, smile, speak clearly, give your first and last names, and sometimes, shake hands)
- When do you shake hands? (when your mother introduces you to a friend of hers, or when you introduce yourself to someone at a party) You don't usually shake hands if you are introducing yourself in a group (such as in a class), or if you introduce yourself to someone at work and your hands are dirty or full.

Greetings and Introductions, Cont'd

* Demonstrate several handshakes (i.e., limp wristed, very firm grip, no shake, etc., as well as an appropriate handshake). Ask students to identify which handshake they like the best; ask what it said about you and how it said it.

Brainstorm a list of components of an assertive handshake. The list should include eye contact, smiling, relaxed facial expression, clear verbal greeting, firm clasp and shake. Write the list on the board.

Have students practise around the circle; invite everyone to give feedback in accordance with the list of components on the board. Remember to emphasize the positive parts of the student's handshake. Invite students to practise again, emphasizing one or possibly two points for them to work on.

* Assign each student a role-play to practise self-introductions. Some possible role-play situations are as follows:

  - Introduce yourself to someone at a dance.
  - Introduce yourself to your new boss.
  - Introduce yourself to your roommate's friend who has dropped in while he or she is not there.
  - Introduce yourself to the new pastor at your church.
  - Introduce yourself to a new co-worker.
  - Introduce yourself to your dentist's receptionist.

Videotape each student doing one of the above self-introductions. Review after each one and ask the student for comments on his or her eye contact, smile, clarity of speech, use of both names, and handshake (if appropriate).

* Have students practise self-introductions by stating their name and saying something good about themselves.

Ask them to practise this self-introduction at home in front of a mirror and to be prepared to introduce themselves to the class the following day.

* Ask the students if they have ever introduced two people to each other. If so, have them demonstrate to the class how they would do it. If not, demonstrate by introducing two students to each other.

Greetings and Introductions, Cont'd

Ask the students when they would introduce two people to each other. (if you are with two people who don't know each other, e.g., at a party or dance; if you are with a friend and meet someone your friend does not know)

Ask students what they should say and do when they introduce two people. (e.g., while looking at the person whose name you are giving, say "John, this is Mary Smith" and "Mary, this is John Brown.")

Ask what the two people being introduced should say. (e.g., "How do you do?" or "I'm pleased to meet you.")

* Ask for two volunteers and have a short rehearsal of a role-play of an introduction; then, demonstrate for the rest of the class. Tape and replay it so you can point out all of the steps to the class, one at a time. Don't worry about handshakes until everyone has mastered the basic steps.

Then have two other students do the role-play with you and continue until they have all had a chance to be introduced at least once. Have students who have already been introduced and do not appear to need further practice at this point take your place as the introducer.

In giving feedback, concentrate on eye contact, smiles, appropriate responses when introduced, and clarity of speech.

* Have each student choose two people he or she would like to introduce and have the three of them role-play an introduction. Continue until everyone has had a chance to introduce two people. Give feedback, and encourage those that need practice to try again immediately. The students being introduced should also be given feedback on the above points.

Have students repeat the above exercise on video and give them feedback as before. This time, you can stop the tape and show them what they are doing correctly and incorrectly.

* Have each student go out of the room and then come back in, introduce himself or herself to you, and greet one of the other students. The other student should reply to the greeting question and ask one in return, to which the first student should reply. Make sure that everyone gets a chance to play both roles.

Have the two students involved comment on their own and each other's performance, especially in the areas of eye contact, smiling, clarity of speech, and appropriateness of greeting and response.

* Have students role-play a party scene, in which one student will act as the host or hostess and the others as guests. Give all the 'guests' a name-tag made of colored cardboard (give half the group one color and half another color). Each guest will know only those guests with the same color name-tag as they have; the host or hostess will know everyone. If someone they know comes in, they should greet them; if someone they don't know comes in, they should wait to be introduced to them. They can ask someone who knows the person to introduce them.

Choose the most socially skilled student to be the host or hostess, as he or she will be responsible for making sure everyone has met by the end of the party. He or she should ask some of the other students to introduce people as well. You will need to act as the director, making suggestions to the host or hostess as needed.

Tell the other students that they should make conversation and pass food and drinks after they have been introduced. If you can take part in the party and model some of these behaviors, it will be easier for the students. Don't use chairs, as this prevents people from mingling easily.

Tape the party for about 10 minutes. Make sure everyone has been introduced before you stop the tape.

Review the tape slowly, stopping frequently to point out examples of good introductions, eye contact, etc. Ask students what suggestions they have for improvements in their performance. Tell them that they will have another chance in a few days to make another party tape (after you have covered the conversation part of the course).

* Ask if anyone would like to give you a compliment. If not, explain that you are going to give a compliment to someone. In either case, ask the following questions after the compliment has been given.

- What did I (John/Mary) say?
- Was what I said nice or not nice?
- To whom did I say it?

Compliments

- How did it make me (John/Mary) feel? (The person who was given the compliment should answer this question.)
- What did I (he/she) say after being complimented?

From the answers to the above, try to get the group to come up with a definition of a compliment (e.g., saying something nice about someone to him or her).

If you complimented a student, and their response to how it made them feel was "embarrassed," discuss briefly that some people find compliments embarrassng; but even so, it is important to say 'thank you' so the other person doesn't feel badly about giving the compliment.

Discuss important components in giving and receiving a compliment, such as eye contact, sincerity in voice tone, appropriateness of the compliment (making the compliment suit the person), and making a polite response to a compliment (thanking the person for their compliment).

* Do the following exercise to allow students to practise giving and receiving compliments.

Give the person next to you a compliment and wait to see if they respond; prompt if necessary. Have each student give a compliment to the next person in the circle; when it gets back to you, start back in the other direction. Try to avoid repetition, so that students hear as wide a variety of compliments as possible. Give students feedback immediately, emphasizing the components of a compliment.

When you have been around the circle at least twice, turn on the video equipment and choose two students at a time to stand in front of the camera while one compliments the other; the student being complimented should respond. Do not give feedback at this time, but keep things moving fairly quickly. Be sure that every student has had an opportunity to give and receive a compliment.

Replay the video, pausing at each segment to allow students to comment on how well they think they did when giving and receiving compliments.

When you have finished viewing the tape, students who wish to try their segment again should have an opportunity to do so.

Compliments, Cont'd

- Do the 'around the circle and back' compliment exercise, but challenge the students to come up with a compliment they have never used before. If the students tend to sit beside the same people, have everyone get up and sit somewhere else before starting this exercise.

- Explain that there is an assertive way to give and receive compliments. Demonstrate with the assistant several small role-plays; ask the students to watch the person giving the compliment. For example, describe a situation where a woman has just had her hair done and it looks really good; her boyfriend wants to tell her and says:

  - "Hey, you're really dolled up. What's the big deal?"
  - "Gee, um, it's nice to see you again."
  - "Your hair looks terrific!"

  Have students identify the assertive compliment and its qualities, and write them on the board; besides verbal and non-verbal qualities, be sure to make note of a sincere tone of voice.

  Repeat the procedure for receiving compliments. Include at least one example of denying a compliment (e.g., "This old thing?"); ask students how they feel if this happens to them when they give a compliment.

  Note that some people feel nervous when they receive a compliment or when they want to give one. Tell students that if they remind themselves they are very special individuals when this happens, it will help them be assertive.

  Have students role-play giving and receiving compliments assertively.

- Give frequent compliments to the students so they can practice responding appropriately. You might give them an object, such as a book or a pen, at the same time; this will serve as a reminder to thank others when they 'give' you something.

- Ask the class if they know what a conversation is. If students are not clear on the meaning, explain that a conversation is when two people talk about the same thing to each other. They also usually look at one another while they're talking, unless they are on the telephone.

Conversation

* Do the following role-plays with your co-instructor and videotape them at the same time so you can replay them immediately for the class. You could prepare this tape ahead of time to save time in class or if you don't have a co-instructor. Each one should last about a minute:

- You and your partner sit in chairs beside each other and exchange a few sentences. You never actually look at each other, and your sentences don't relate to each other.

- You and your partner look at each other several times during the role-play but you are still not talking about the same thing.

- You both are talking about the same thing but you look all around instead of at the person you are talking to.

- You sit facing each other but one of you keeps changing the topic, so the other gives up in disgust and leaves.

- You sit facing each other and have a pleasant conversation on one topic.

After each role-play, ask the students the following questions.

- Where was I looking?
- Where was (the other person) looking?
- Where should we have been looking?
- What did I say?
- What did (the other person) say?
- Were we talking about the same thing?
- Were we having a conversation?

Ask the students: "What do you need to do to have a conversation?" (Look at the other person, and talk about the same thing.)

* Have students pair off and choose a topic of conversation. Use pictures to provide ideas; students can hold on to them to help them remember the topic. If there is an odd number of students, put three people in one group.

Have the groups go into separate corners and begin their conversations. Move from group to group to observe and give feedback, especially with regard to eye contact and staying on the topic.

Conversation, Cont'd

After two minutes, ask everyone to stop talking. Have one person from each group move on to the next group. The person who does not move will keep the same topic of conversation; the person who moves must talk about the next person's topic. Alternate moving and staying for each student. Continue until one complete rotation has occurred.

* Have each student choose a topic and a partner to do a role-play with.

Tape a two-minute segment of each student having a conversation.

When reviewing each student's role-play, use the same questions that you asked after your own role-play.

- Where were you looking?
- Where was _____ looking?
- Where should you have been looking?
- What were you talking about?
- What was _____ talking about?
- Were you having a conversation?

Point out examples of body language and ask students what the people were saying with their bodies.

* Discuss small talk as a way of keeping a conversation going and showing someone that you are interested in them. Have the students come up with a "what to say after you say hello" list, such as: "How are you?"; give a compliment; comment on the weather, a current event, a mutual interest you have with that person; or comment on your surroundings.

Emphasize that it is important to listen to what the other person is saying and to respond to it. If you keep changing the topic, the person will think you aren't interested in what they are saying. Listening and responding are ways of showing an acquaintance that you are interested in becoming friends.

* Discuss ending a conversation; have students list parting statements such as: "I have to go now; I'll see you later; Nice talking to you; Have a nice day; Enjoy the show/party/concert; See you tomorrow;" etc.

Conversation, Cont'd

- Role-play pairs of students taking turns having a "small talk" conversation in various situations, such as: they met in the hallway before class or at the bus stop; they run into each other in a store, at a sports event, in a movie line-up, at a concert, in the doctor's office, etc.

- Give the students an on-going assignment to practise their listening, asking, and answering skills by talking to each other before class starts each day and finding out what each other did the previous evening or weekend. In class, they will each be asked what another member of the class did; they should find out what everybody did, as they won't know who they will be asked about each day. Answers like "watched T.V." won't be accepted; they must know details such as what was watched on T.V., what the program was about, did the person enjoy it, etc.

  If students cannot arrive early enough before class to talk to each other, this assignment could be done during break each day. Also, if students aren't successful at the beginning of class (i.e., not enough information known about each other), the exercise should be repeated at break.

  At the start of the next several classes, have the students discuss what each other did the previous evening. Students should all be aware of what each member of the class did, and be prepared to give some details and know whether their peer enjoyed it, etc.

- Have students role-play a group of people sitting around talking. Stress following through on conversations (i.e., if someone tells you that he or she went to a restaurant, saying "Oh" or "That's nice" doesn't indicate interest; whereas asking if the food was good, what the person had to eat, or if the service was good, etc. does indicate interest).

- Role-play a party (have on hand some food, beverages, music, etc.). Assign each student a role in relation to the host or hostess (i.e., have some be good friends; one, an acquaintance; one, a stranger who came with a friend; one, a relative, etc.). The characters in the role-play may not all know each other (e.g., good friend "A" may never have met good friend "B", but may be an acquaintance of friend "C"). Students should practise introductions, small talk, and how to interact in the various relationships. The role-play should be videotaped.

Conversation, Cont'd

Review the video and have students give themselves and each other constructive feedback.

* Re-enact the party scene, including new people in the role-play who are real-life acquaintances of the students, such as other trainers, life skills workers, etc. Videotape if possible; this may be difficult if people are mingling and moving about, and if there are many people in the room. Have the acquaintances be prepared to address any inappropriate behavior on the part of the students.

Replay the video (if it was used), with students and guests giving feedback. Re-enact any segments that need work, using the same players; the student may also need to see someone else model the expected behavior.

* Ask students if it is important to be able to have pleasant social conversations with your co-workers, and if so, why (in order to develop good relationships with your co-workers). Ask the following questions.

  - What would you think of someone who constantly avoided everyone else at work and would not take part in a conversation?

  - If someone is not taking part in a conversation, what could you do? (ask them a question to get them involved)

  - What sort of things are suitable to talk about in a social conversation? (topics of general interest to the group) Brainstorm a list of suitable topics for coffee or lunch break conversations; the topics could include the following:

    weather
    news
    sports
    fashions
    movies
    television
    cars
    hobbies
    family
    friends
    vacations
    work
    weekend activities
    jokes

  - What are some things that are not suitable for coffee or lunch break conversations? (e.g., arguments; criticism of other workers or the boss; intimate or personal experiences or problems; "off-color" jokes or jokes about minorities; disgusting stories)

Conversation, Cont'd

* Separate the class into two groups of equal size; make sure that all the 'talkers' aren't in the same group. Have each group hold a five-minute conversation, pretending they are having a coffee break. Before they begin, have each student state the personal goals he or she is working on (eye contact, voice level, etc.).

  Videotape the role-plays and play them back. Have the class pay particular attention to:

  - topics: Were they suitable?
  - participation: Did everyone take part? Did others try to involve a non-participant?
  - body language: Was it appropriate or were there mixed messages?
  - voice level and tone: Loud enough? Too loud?
  - amount of talking: Too much? Too little?

* Have each group role-play another conversation; this time, join them in their role-play and bring up an unsuitable topic. The others in the group should notice this and attempt to change the subject. Don't make it too easy for them. You could also become silent and see if anyone tries to get you involved in the conversation.

* Tell the students that you'll be expecting them to use their coffee break and the weekly group lunch to practise their social conversation skills.

Body Language

* Ask the class if anyone can show you that they are happy without saying anything. Then ask them to demonstrate sadness and/or anger.

  Some students may respond to this by using facial expressions, gestures, and/or postures to communicate these feelings. If not, you will need to demonstrate to the class how to do so.

  Use some additional examples, such as tired, nervous, afraid, bored, etc., and encourage students to imitate your (or others') body language. Have a small mirror available so that students can look at their own face to see what expression they are producing on it. A full-length mirror is also useful.

Body Language, Cont'd

Point out that other parts of the body can be as important as the face in expressing emotions; for example, clenching your fists, putting your hands on your hips, or slouching can send very strong messages.

Give students an opportunity to practise several non-verbal messages.

* Ask each student to take a minute and decide on a message that he or she wants to send without speaking. Ask each student privately what their message will be and write it down in case they forget later. Then, have each student stand in front of the video camera and send their message. Leave the camera running so that there is some space between messages.

Replay the tape, stopping after each segment to ask if the other students can tell what the message is. Have them identify the various parts of the body that were involved in sending the message and what they were doing. If the students cannot decode the message, have the student who sent it explain what it was and how he or she tried to express it.

If there is time, students whose messages were not clear can try a second message.

* Ask students to practise in front of their mirrors at home before the next class and come prepared to share another message, in body language, with the class.

Have students take turns demonstrating the message they were to practise in the mirror at home. Have the hand mirror available in case a student wants to check his or her expression before trying it out on the others. If the other students are having trouble guessing a message, try to help them to get it by pointing out specific things the sender is doing and asking questions such as, "What is John doing with his hands? His mouth? His eyes?" Have the students imitate John and ask them what they feel when they do so.

* Turn on the video recorder and camera (not the monitor) and leave them running; if there are two instructors, one can lead the discussion while the other unobtrusively films the group and focusses on different students. The aim is to catch some 'candid camera' shots of people's unconscious body language.

Body Language, Cont'd

Tell the class that you are going to speak and use body language at the same time to send them a message, so they should watch you closely. Then do several of the following.

- Nod your head while saying "no."
- Shout and look angry while saying "I'm not mad!"
- Slouch in your chair, yawn, and say, "I'm very interested."
- Smile and say, "I'm sorry that your uncle died."

Add or substitute any you can think of. After each one, ask the group:

- What was my voice saying?
- What was my body saying?
- Were the two saying the same thing?
- Could you tell which thing I meant?

Explain that these are called mixed messages - your voice saying one thing and your body saying another. As they have seen, these are confusing messages. Other people cannot tell what it is you really mean. They will often believe what they see (your body language) rather than what they hear (your voice).

Ask if anyone would like to give a mixed message. Suggest a few ideas if the students aren't sure what to do. Don't spend too much time on this, as you don't want the students to get better at giving mixed messages! But it is worthwhile giving them the opportunity to deliberately send a few so that they may be more aware of it in the future.

Rewind the tape that has been running during this part of the class. Replay it, asking the students to watch their own body language. Stop the tape at different examples of body language, such as

- watching the instructor,
- looking around the room,
- yawning,
- stretching,
- looking at a watch or clock,
- playing with clothing,
- biting nails or fingers,
- sitting up straight and still,
- fidgeting or leg swinging, and
- sleeping.

Body Language, Cont'd

At each example, ask the group, "What message is being sent? How is it being sent?" Be sure they can identify the exact body motions or positions that are involved in the message.

This exercise can be embarrassing to some students, so do not dwell on who is sending the message (especially the less desirable messages); rather, concentrate on what the message is and how it is being sent. Try to find at least one example of each student sending an appropriate message.

* Review the body language (eye contact and a smile) that should be used in self-introductions, introductions of others, and compliments. Also, review the words that should be said in each situation. For example,

- John, this is Mary.
- How do you do?
- I'm pleased to meet you.
- Your sweater is beautiful.
- Thank you very much.

* Have a jar or envelope with slips of paper that say (in pictures, if possible):

- Give a compliment.
- Introduce yourself.
- Introduce two people to each other.

Have each student choose one slip of paper and take a minute to rehearse what they are to do and choose whom they wish to have in their segment. Remind the students that they should be as aware of their body language and what they are saying when they are in someone else's role-play as they are in their own role-play.

Videotape each student in turn; do not review in between. When all role-plays are completed, replay each segment and have the students in it comment on whether their body language and what they said were appropriate to the situation.

If some students want to repeat their segment, they should do so, if time allows.

Telephone Use

* Ask the following questions and discuss if clarification is needed.

  - What do you say when you answer the telephone? (Hello.)
  - What do you say before you hang up the telephone? (Goodbye.)
  - Should you eat or chew gum while talking on the telephone? (No.)
  - How loudly should you talk on the telephone? (regular talking level)
  - What should you say if you have to leave the telephone for a minute (e.g., to turn off the stove or answer the door)? (Excuse me, I have to . . .)
  - What do you say if the call is a wrong number? (I think you have the wrong number.)
  - What do you say if the call is for someone else who lives with you? (Just a moment, please; I'll call ...)
  - How do you put down the telephone when you're finished? (gently)
  - When you are making a phone call, do you have the number in front of you? (It's a good idea.)
  - How many rings do you wait for before hanging up? (at least 6)
  - What do you do if you get a busy signal? (Hang up and try again in a few minutes.)
  - What do you say if you reach a wrong number? (I'm sorry, I must have the wrong number.)
  - What do you say if someone is trying to sell you something over the phone? (Thank you, but I'm not interested.)
  - What do you do when you receive an obscene phone call? (Hang up immediately.)

  When these points have been discussed, ask the students why it is important to use good manners on the telephone. If they don't know, ask if they have ever had anyone be rude to them on the telephone and how it made them feel? Probably it made them feel upset in some way, either angry or hurt. Point out that on the telephone, no one can see your face, so what you say and how you say it is very important.

* Using the teletrainer, have someone phone you and model how to answer the telephone. Have a short conversation, during which you leave the telephone for a moment to unplug your kettle. This could be taped ahead of time, using a regular telephone, if there is no one available to assist you in the class. If you are doing it live, tape your role-play so that you can replay it for the class and point out:

Telephone Use, Cont'd

- how far to hold the receiver from your mouth (about 1 inch);
- what to say when you answer;
- how loudly to speak on the phone;
- what to say when you leave the phone;
- what to say at the end of your conversation; and
- how to put down the phone.

Repeat the above procedure to demonstrate how to make a telephone call.

* Set up the teletrainer so that there is a wall or divider between the two phones. Have the students take turns making and receiving calls, with you at the other end of the line. Tape each student's turn.

Have students role-play calls such as the following.

- Invite a friend to a party.
- Call in sick to work.
- Call your mother (sister, etc.) for a chat.
- Your roommate's friend calls your roommate.
- A friend calls to arrange a time to meet at a show.
- Call your doctor for an appointment.
- Your aunt calls to invite you to dinner.
- Someone calls to sell you a magazine subscription.

When reviewing the tape, have the students comment on how they did in relation to the points that were discussed and modelled when you talked about telephone manners.

If time allows, have students who need improvement in their telephone technique do another role-play.

* Have each student tell or show you his or her telephone number. Make sure everyone has their telephone number in their wallet or purse. Suggest that students keep a book containing the telephone numbers they use most. Show them your own telephone book if you have it with you.

* Ask students to telephone someone before the next class. Have them tell you whom they are going to telephone; you may want to arrange this ahead of time so that they can telephone someone you will be able to check with later to get feedback on the student's telephone manners. They could, of course, telephone you or your assistant.

* Have several telephone books available, if possible, and show the students where to find the following numbers in them. Suggest that they circle these numbers in their telephone books at home, so they will be easier to find when needed.

Directory Assistance (411) should be used

- if you haven't got a telephone book (e.g., in a telephone booth);
- to get a new number (e.g., for someone who has recently moved);
- if you can't find a number in the telephone book. (First, have someone else check for the number in case you missed it; there is a 50-cent charge for requesting a number that is in the book.)

When you call Directory Assistance, be sure you have a piece of paper and a pencil or pen to write down the number.

Operator (0) should be used

- in an emergency;
- if your call doesn't go through;
- if the line is so noisy that you can't hear;
- if you lose money in a pay phone.

If your call doesn't go through or the line is noisy, be ready to tell the operator what number you were trying to call.

Repair Service (114) should be used if your phone is not working.

You will, of course, have to call the repair service from another telephone.

BE SURE TO EMPHASIZE THAT WHEN MAKING THE FOLLOWING CALLS, IT IS IMPORTANT TO STAY ON THE LINE UNTIL THE PERSON THEY ARE TALKING TO HAS HUNG UP, IN CASE THAT PERSON NEEDS MORE INFORMATION.

Police (-   ) [fill in for your area] or (0) should be used to report a car accident or a crime (e.g., someone has stolen your bicycle or stereo).

Be ready to tell whoever answers the telephone your name, the reason for your call, where you are calling from, and where the accident or crime happened.

Telephone Use, Cont'd

Fire Department (-   ) [fill in for your area] or (0) should be used to report a fire. Be sure to leave the building that is on fire first, and then make your call from another telephone.

Ambulance (-   ) [fill in for your area] or (0) should be used to get medical help when someone is very sick or is injured seriously (e.g., unconscious, bleeding heavily, in great pain).

Be sure to give them the exact location where the ambulance is needed (e.g., the street address and/or nearest intersection). They may also want the telephone number you are calling from in case they need to call you back.

* Have students role-play calls to deal with the following situations.

  - You collapse on the floor.
  - The student comes home to find the door lock broken and the television missing.
  - Someone runs into the room, yelling "Fire!"
  - The student needs to know a telephone number that isn't in the book.
  - The student tries several times to reach a number, but doesn't get either a ring or a busy signal.
  - The telephone is not working.

  Videotape students dealing with these situations and review the tape after each episode; have the student comment on their own performance and say what they would do differently if they had to deal with the situation again. Other students can make suggestions as well. Retape the situations so that all students get a chance to deal with each one.

* Ask students to show you how much money you need to use a pay telephone. Review the following questions.

  - When do you put the money in the phone? (after picking up the receiver and before dialing)
  - What happens if you get a busy signal after you dial? (Hang up and your money will be returned.)
  - What do you do if your call is cut off? If you have a bad connection? If your money isn't returned when you get a busy signal? (Dial the operator [0] and explain the problem.)

Telephone Use, Cont'd

* Using a working model of a pay telephone, have the students role-play the following. (You or your assistant should play the part of the operator; other students can 'receive' the calls as appropriate.)

- Place a call, talk briefly, and hang up.
- Place a call; the number is busy; hang up.
- Place a call; the number is busy; when you hang up, your quarter is not returned; call the operator.
- Place the call; the number answers; you are cut off; call the operator.

Videotape each student using the pay telephone and replay the tape after each call for the student's comments and your feedback. Also give feedback as needed to the student receiving the call.

* Have a telephone book, the teletrainer, and the model pay telephone available. Ask various students to find the following numbers in the phone book and then role-play placing the call as indicated (use the pay telephone for some):

- Directory Assistance: Call and ask for the number of someone who has recently moved. (If the student does not know anyone who has recently moved, make up a name and address.)

- Operator: You have called a number several times and get neither a ring nor a busy signal; you have lost your quarter in a pay telephone.

- Repair Service: Your phone doesn't work (no dial tone; an expected call doesn't come).

- Police: You come home and find your door unlocked and your television gone.

- Fire Department: Your smoke alarm has begun to buzz and you smell smoke or see flames.

- Ambulance: Someone has fallen down the stairs at your house and cannot move.

Telephone Use, Cont'd

Tape each student and have him or her observe their own performance in the following areas.

- finding the correct number to call
- accurately dialing the number
- speaking clearly
- stating the problem clearly
- giving their name and the number they are calling from
- giving other information as requested
- staying on the line until the other person hangs up

Asking/Following Directions

* Ask if anyone has ever tried to find something and couldn't (e.g., the classroom, a store, an item in a store, a house). What did they do? Did they ask someone for help? If so, whom did they ask? If they didn't ask for help, why not? (They may have been unsure about whom to ask or what to say.)

* Review the following questions from the Social Skills Assessment.

  - Can you tell me what it means to be lost? (not knowing where you are or how to get somewhere) Encourage the students to relate any experiences of getting lost by sharing some of your own, so they know that it happens to everyone.

  - If you were lost on a bus, who would you ask for directions? (the driver)

  - If you were lost in a mall, who would you ask for directions? (security guard, the person at the information desk, store clerk)

  - If you were lost on a street, who would you ask for directions? (letter carrier, police officer, store or bank clerk)

  - If you couldn't find something in a store, who would you ask for help? (store clerk)

Discuss how to tell if someone is a store clerk (smock or name-tag, stands behind counter or at cash register), or a security guard, letter carrier, or police officer (uniform).

Asking/Following Directions, Cont'd

* Have students take turns asking you for directions in a variety of situations. It is better if students can practise asking directions in situations they have experienced rather than hypothetical ones. Emphasize the importance of eye contact, speaking clearly and loudly enough to be heard, and politeness (excuse me, please and thank you).

Videotape and review after each role-play. Have students try again immediately if improvement is needed.

At this point, it is not essential to determine whether the students can follow the directions given. They need to practise what to say and how to say it, so that they will be more self-confident when approaching a stranger to ask for directions. If a student is too nervous and unsure of himself or herself, he or she will not be able to listen carefully to the directions given.

* Ask students: "If you don't understand the directions that someone gives you, what can you do?"

  - Ask the person to repeat the directions.
  - Ask the person to show you (if the place is not very far).
  - Ask someone else.

If students don't come up with these ideas on their own, model them in a role-play and ask: "What did I do?"

Ask: "What can you do if you start to follow some directions and then get confused or forget what the person said?"

  - Ask someone else. (Role-play, as above, if necessary.)

* Have each student ask you for directions for a specific place that is not too far from the classroom (e.g., nearest washroom, telephone, cafeteria, another classroom, etc.). Begin with places that only require one-step directions, then move on to two and three-step directions as students show they can handle them. They should, of course, be places the students are not already able to locate on their own. If a student has a directionality problem (left/right), show students that the index finger & thumb of their left hand forms the letter "L".

Videotape each student asking you for directions so that you can review this with him or her after you have returned to the classroom. When reviewing the tape with each student, emphasize eye contact, voice level, and manners.

Asking/Following Directions, Cont'd

Follow (or have an assistant follow) each student to observe if he or she can follow your directions accurately. If a student gets lost, prompt by asking, "What can you do now?" (ask someone else; return to ask you again; ask someone to show you)

As students develop confidence in asking for and following directions, give some unclear directions so that they have an opportunity to practise asking for repetition or clarification.

* Take students to a nearby shopping area to practise asking for and following directions.

Social Skills Review

The following strategies may be used to review and/or reassess a variety of social skills.

* Ask each student to do one of the following.

  - Introduce himself or herself to you.
  - Introduce two classmates to each other.
  - Greet you as a friend, including a greeting question.
  - Greet you as a person they don't know well.
  - Compliment another student. (The other is to respond.)
  - Use body language to express a feeling (e.g., happy, angry, nervous, bored, hot, tired).
  - Have a short conversation with another student on a topic of their choice.

* Divide the class into groups of three or four and have each group do one of the following role-plays. A short rehearsal is advisable; you may have to do some directing while you tape them.

  - Two (or three) friends are having coffee together. A third person, who only knows one of the people, joins them. The friend introduces him or her to the other(s) and compliments him or her on a new haircut. They then have a short conversation on what they are planning to do that night and discuss the possibility of going to a movie together.

Social Skills Review, Cont'd

- Some people who work together are at a bowling alley. One of them meets a neighbor and introduces the others to him or her. The neighbor asks all of them how they are doing and they reply. Then the neighbor says goodbye and leaves, and the bowlers discuss where to go for a snack.

Replay the tapes and have the students comment on how they did in the areas of introductions, greetings, compliments, and conversation. Also have them point out examples of body language - both appropriate and inappropriate. Provide feedback for things they did not comment on.

* Tell students that in the next class they will be going out to a local shopping area to practise using pay telephones and asking directions. They should bring two quarters for the telephone and decide who they are going to call; it must be someone who will be at their telephone at that time.

HUMAN AWARENESS SKILLS

Human Awareness Skills are designed to provide students with appropriate guidelines for social interaction. Students learn to apply general guidelines that will enable them to increase their independence by facilitating safe access to the community. The topics include

Public vs. Private Places - how to differentiate between them; types of behaviors appropriate to each type of setting

Relationships - how to differentiate between types of relationships; what type of behavior is appropriate for each type of relationship?

Personal vs. General Information - what is the difference? To whom should personal information be given?

Community Interactions - how to interact with strangers safely in the community and at home

Materials Needed

The materials used in the Teaching Strategies include

- a video recorder, camera, and monitor;
- Ednick photographs (available from: Ednick Communications, Box 3612, Portland, Oregon, 97208)
- a training tape*
- Relationship Quiz*
- Relationship/Safety Anecdotes*
- 'Larry' Relationship Anecdote*
- Appendix C: Instructional Artwork

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*See Supporting Materials following the Teaching Strategies.

Human Awareness Skills List

Public vs. Private Places

- identify or name a public place
- describe a public place
- identify or name a private place
- describe a private place
- display behavior, in the classroom, that is appropriate for a public place
- behave appropriately in public places

Relationships

- describe relationship to:
  - family
  - friend
  - acquaintance
  - stranger
  - safe stranger
- explain the development of a relationship from:
  - 'stranger' to 'acquaintance'
  - 'acquaintance' to 'friend'

Personal vs. General Information

- explain the meaning of 'personal information'
- identify personal information
- explain the meaning of 'general information'
- identify general information

Community Interactions

- explain potential risks in the community
- explain safety measures to take while:
  - in the community
  - at home
- respond in a safe manner to risk situations while interacting with others in the community

Human Awareness Skills Assessment

Public vs. Private Places

1. A bowling alley is a public place. Y N

2. It is okay to 'neck' with your boyfriend or girlfriend on the street. Y N

3. A restaurant is a private place. Y N

4. It is okay to pick your nose in public. Y N

5. A bedroom is a public place. Y N

6. A bathroom is a private place. Y N

7. The bus is a public place. Y N

8. People can see you in a public place. Y N

9. If you need to adjust your underwear, you should go to the ____________________ or ____________________.

10. Give an example of a public place. ______________________

11. An example of a private place is ______________________

12. Show the student photographs depicting both appropriate (A) and inappropriate (I) behavior, and have the student indicate whether the behavior is polite (A) or rude (I). If inappropriate, ask the student to describe what the appropriate behavior or place would be.

    - a man picking his nose (I)
      I ____
      A ____
    - a couple necking on the street (I)
      I ____
      A ____
    - a woman scratching herself in public (I)
      I ____
      A ____

Public vs. Private Places, Cont'd

- a man brushing his teeth in a bathroom (A)

  I ____________________

  A ____________________

- a man and woman shaking hands when introduced (A)

  I ____________________

  A ____________________

- a woman hugging a co-worker (I)

  I ____________________

  A ____________________

- a woman fixing her bra strap in public (I)

  I ____________________

  A ____________________

Relationships

1. Your mother is a member of your family. Y N
2. Your brother who has moved away from home is a member of your family. Y N
3. You should hug a person the first time you meet him or her. Y N
4. Your teacher is a member of your family. Y N
5. Your friend is a member of your family. Y N
6. It is okay to hold hands with your boyfriend or girlfriend. Y N
7. A person that you have just met is a friend. Y N
8. A friend is someone that you ____________________.
9. An acquaintance is someone that you ____________________.
10. A stranger is someone that you ____________________.

Relationships, Cont'd

11. When you are first introduced to a new person, he or she is an ______________________________.

12. Give an example of:

    a) a family member ______________________________

    b) an acquaintance ______________________________

    c) a safe stranger ______________________________

Personal vs. General Information

1. If someone you do not know asks for your address or telephone number, you should give it to him or her. Y N

2. Your address and telephone number are private information. Y N

3. If someone asks where the post office is, they are asking for general information. Y N

4. If someone asks you where you live, they are asking for general information. Y N

5. If someone asks where the library is, they are asking for personal information. Y N

6. It is okay to tell strangers general information. Y N

7. An example of personal information is ________________.

8. An example of general information is ________________.

Community Interactions

1. If someone you do not know needs some money, you should give it to him or her. Y N

2. When you are home alone, it is okay to let a stranger in. Y N

3. If you are lost, you should ask a police officer for help. Y N

Community Interactions, Cont'd

4. It is okay to take a ride from a friend. Y N

5. It is okay to get a ride from someone you do not know if he or she seems nice. Y N

6. It is okay to hitch-hike if you are with a friend. Y N

7. Sometimes you have to speak to people you do not know. Y N

8. It is okay to talk to a police officer. Y N

9. It is okay to go with a stranger if he or she wants to give you something. Y N

10. If you get lost downtown and can't find a police officer, you should ask for help from ____________________ or ________________________.

11. If it is raining and someone you do not know offers you a ride, you should say ________________________.

12. If you are home alone, you should only let in people that you ___________________.

13. It is okay to get a ride from __________________________.

14. When you are home alone, the doors should be ___________.

15. If someone is following you, you should ________________.

Teaching Strategies

Public vs. Private Places

- The class should discuss the meaning of 'public' and 'private' and decide on definitions that can be remembered easily, such as
    - Public: A place where other people CAN see you.
    - Private: A place where people CAN NOT see you.

- When you are in a public place, there are other people around who may be noticing you. You will want to make a good impression. If people are not behaving in a way that is appropriate for a public place, you probably would not want to be seen with them. People who do not fit in well in public may not be allowed in certain places such as restaurants, movie theatres, sports complexes, the bus, etc.

  How should people behave in public? Have the class discuss behaviors such as the following.

    - Show respect for others; do not laugh or stare at others.
    - Speak in a conversational level; do not shout.
    - Dress appropriately for your age and the weather.
    - Follow rules and regulations (e.g., traffic, smoking, and eating).
    - Act your age; go to age-appropriate activities.
    - Control your emotions; do not cry, yell, or swear excessively.
    - Have good hygiene (e.g., be clean, use tissue, have your hair combed, do not scratch, etc.).

  You may want to focus on acting your age (depending on the class) by having the students make a list of differences between adults and children (e.g., adults work, children do not work; adults dress differently than children; adults use different accessories [lunchboxes, jewelry, etc.]). Enhance some of the advantages of being an adult such as earning money, having more freedom, etc.

Public vs. Private Places, Cont'd

* Ask each student to give some examples of public places. If students have difficulty, remind them that 'public' is where other people can see you. The list may include: movie theatre, concert hall, store, mall, beach, park, sports complex, church, school, bus, hospital, train, ferry, airplane, on the street, etc. Record the list on the blackboard or a chart. Some students may need to see a symbol, such as a drawing of a face with open eyes, to indicate a place where people can see you.

* Discuss how, in private, people can do things they would not do in public. Private is where people can scratch, pick their noses, adjust their clothing, or have sex with their partner, etc., without disturbing other people.

  Have students list private places. The list may include: bathroom, cubicle in a washroom, changing room, bedroom, tent, rooms where you are alone with the curtains drawn and the doors closed, etc. Record the list on the blackboard or a chart. Some students may find a symbol, such as a person turned away, helpful to indicate a place where people cannot see you.

* Combine the public and private places lists and "quiz" students on whether a place is public or private. This could be done in a game-show format by dividing the class into teams (or individual players). When an answer is given it must be accompanied by the reason for it (e.g., a store is a public place because people can see you there).

* Divide the classroom into public and private areas such as livingroom/bedroom/bathroom, or restaurant/bathroom. Role-play a person demonstrating inappropriate behavior in the different areas, such as adjusting clothing in the restaurant, talking too loudly, etc.

  Have students discuss what should have been done and have a student volunteer demonstrate the correct behavior (e.g., leave public area to adjust clothing). This role-play can be repeated with several scenerios to give every student the opportunity to role-play. Videotape the role-plays if possible. Some role-play suggestions to use are:

    - speaking too loudly in a restaurant or cafeteria;
    - picking your nose in the livingroom;
    - sleeping in a restaurant or in the work area;
    - adjusting clothing in the livingroom;

Public vs. Private Places, Cont'd

- combing your hair at a table in the restaurant or cafeteria;
- swearing or complaining loudly in the restaurant or in the work area;
- sniffing loudly in the cafeteria; and
- calling to a friend across the room in the restaurant.

Review the videotape and have students give feedback on their own performance first, followed by peer- and instructor-feedback. Remind students to give positive as well as negative feedback.

* Use EDNICK photographs of people in public and private places behaving in appropriate and inappropriate ways. Have students determine whether the behavior is appropriate for the place, and give reasons for their decision. (These photographs have been found to be more effective than drawings or cartoons because they are photographs of real people, and students seem to identify with them more easily than with a drawing.)

Relationships

* Give students a general definition of "relationships," such as: "the connection between people; the reason they know or don't know things about each other." Have the class list the different kinds of people they know or do not know. The list will probably include family members, friends, teachers, movie stars, police officer, bus driver, mail carrier, etc. Record the list on a blackboard or chart, using drawings or symbols as well as words.

Introduce the four main categories of relationships: family/relatives, friends, acquaintances, and strangers.

Use visual aids such as pictures or drawings to depict the types of relationships (e.g., a photograph of a "family" having dinner; a drawing of an "acquaintance" such as a store clerk or bank teller; and a picture of a "stranger" who is not known by the class).

Relationships, Cont'd

Have students define each of the categories of relationships; for example:

- Family: people you live with now, or have lived with, and know a lot about. You can be related by being born into a family, adopted by a family, fostered by a family, or by marrying into a family.

- Friends: people you have: known a long time, know a lot about, like, trust, help, wouldn't mind asking for help, do things with, etc.

- Acquaintances: people you do not know very much about. You may have met them recently, or they may be people you see often but not in a social way or setting (e.g., your hairdresser, dentist, bank teller, cashier at a store you go to often, etc.).

- Strangers: people you do not know and who do not know you.

- Safe Stranger: someone from whom you could safely ask for help, such as a police officer, a doctor or nurse in a hospital, etc.

Using the relationships list you recorded on the blackboard, have the students put each person listed into the categories of family, friend, acquaintance, or stranger. Have them differentiate between 'stranger' and 'safe stranger'. Ask the students to give other examples in each category and to state why that person belongs in a particular category, based on the definitions.

* Discuss and illustrate the process of meeting someone, and changing the relationship from 'stranger' to acquaintance' to 'friend'. This can be illustrated using a pyramid example. Using a symbol such as a circle to represent people (faces), begin at the base of the pyramid, drawing many strangers, then fewer acquaintances, and even fewer friends. This example can be carried through to dating, then having one special person or getting married. (See Appendix C, Instructional Artwork.)

Relationships, Cont'd

Invent a character to illustrate the relationship pyramid to the class. Explain that everywhere this person went he or she would see many people that he or she did not know - in stores, on the street, at the football gams, etc., stressing that the world is full of people that we don't know, most of whom we will never get to know. Send the character to a new church, club, or school, where he or she meets some strangers, who then become acquaintances. Talk a little about the differences between acquaintances and strangers (i.e., you know a little bit about acquaintances). In this example, you would know what church, club, etc. they belong to; you would know their names because you have met them; and, because of the place you met them, you would know something about their interests.

Discuss the fact that some acquaintances are 'business acquaintances' that you may know from work, or because you use their business or service (e.g., store clerks or hairdressers).

Have the character in your example discover that he or she has many interests similar to those of someone else at the club or church. As they begin to do things together and meet each other's friends, they exchange more and more personal information, and gradually become friends. Discuss the differences between friends and acquaintances (e.g., friends know more personal information about each other, do things together, help each other, etc.). Give names to some of your character's friends; have the character date some of them and eventually have one of them become his or her girlfriend, boyfriend, or spouse.

This exercise can also be done using each of the students as an example, or, if the students appear to have a good understanding of the process, have them lead the class through the pyramid process either using themselves or fictional characters as examples.

* Discuss the meaning of family. Have students list family members including grandparents, cousins, aunts, etc. An important point to emphasize is that close family members usually know a lot of personal information about each other. Even if you are no longer living with your family, you are still a member of it; you can't "divorce" your parents, brothers and sisters, etc.

Relationships, Cont'd

* Discuss how your distant relatives (e.g., second cousins, great aunts, etc., or relatives that you do not keep in close contact with) are also acquaintances, since you do not know a lot of personal information about each other. Students should be encouraged to respond to these relatives as they would to acquaintances.

* Add any information about friends that may not have been emphasized in the pyramid example, such as: you choose your friends (as opposed to your relatives); and, friendships can change as people move away or their interests change, etc.

  Have students list the qualities of friendship, which might include:

  - trust and respect each other,
  - like each other,
  - help each other,
  - do things together,
  - like some of the sames things,
  - know personal information about each other,
  - treat each other nicely, and
  - are reliable.

  Discuss some of the things that indicate someone is not your friend, even if they say they are (e.g., he or she talks about you behind your back; lies to you or about you; doesn't return things they've borrowed; never wants to do things you want to do, but expects you to do what he or she wants to do all of the time; takes advantage of you; doesn't keep commitments; etc.).

* Discuss how people become acquaintances and have students list some of their acquaintances (e.g., regular bus driver, mail carrier, person at the corner store, somebody they've just met, a friend's relative that you seldom see, the dentist, etc.). Emphasize the difference between friends and acquaintances (e.g., a friend is someone you might call up to do something with or to tell some exciting new to, but an acquaintance is not).

* Discuss safe and unsafe strangers. The general rule is that if you aren't sure if the stranger is safe, behave as if they were not safe (i.e., do not give them any personal information).

Relationships, Cont'd

Note that sometimes the situation makes it okay to speak to strangers; for example, coming to the college for the first time, a new student may have to speak to teachers and other students that he or she has never met before, but because it is in a college and there are many people around, it is okay.

* Do the Relationship Quiz with the class. (See Supporting Material.)

* Read the Relationship/Safety Anecdotes (see Supporting Material) to the class and ask them to determine the relationship being described. You may wish to use a game-show format for this exercise.

* Use the 'Larry' Relationship Anecdote to review the concept of relationships. (See Supporting Material.)

Personal vs. General Information

* Discuss the meanings of personal information and general information. Give the class definitions such as the following.

  - Personal Information: things about you that people can not tell by looking at you.

  - General Information: what people can see, such as what you look like, where the mailbox is, etc.

Have the class give several examples of personal information. The list should include: name, phone number, where you live, who you live with, who your friends are, what your favorite things are, whether you have a boyfriend or girlfriend, what you like to do, etc. Students should be able to give the reason why each example is personal information.

Have the class do the same for general information. The list should include: color of hair and eyes, height, build, length of hair, whether you wear glasses or a hearing aid, the kind of clothes you wear, and generally, what you look like.

* Have the students determine whether the following statements are giving out "personal" or "general" information.

Personal vs. General Information, Cont'd

- I live with my parents.
- My name is Anne.
- The stores close at 5:30 on Mondays.
- Today is Friday.
- My address is 310 Evergreen Street.
- I live alone.
- C-ROC is a rock radio station.
- It rains a lot here.
- My phone number is 857-6309.
- That lady has red hair.
- I'm always home alone on Thursday nights.
- The restaurant is closed now.
- I have thirty dollars in my wallet.
- There are a lot of churches open on Sunday.
- I had a big fight with my boyfriend last night.
- That man is wearing a blue suit.

If students are having difficulty with the concept, try beginning with very obvious personal statements such as:

- I am wearing pink underwear.
- I have a birthmark on my hip.
- I had sex with my girlfriend/boyfriend last night.
- My underarms are always itchy.
- I have my period right now.

* Have students determine whether the following questions are asking for "personal" or "general" information.

- What time is it?
- Where do you live?
- Do you have a boyfriend?
- Do you live alone?
- Where is the nearest mailbox?
- Do you ride this bus every day?
- What is your name?
- Where is Smith Street?
- Has the 32nd Avenue bus gone by yet?
- Where do you live?
- Is there a shopping centre near here?
- What is your phone number?
- What time does the hockey game start?
- Do you live near here?
- What time do you leave home in the mornings?
- What is your boyfriend's name?
- Are you home alone?
- How much money do you have?

Personal vs. General Information, Cont'd

If students appear to have difficulty with the concept, try asking personal questions that the student may more readily identify as personal, such as asking questions about clothing or parts of the body that they know should not be seen in public.

- What color is your underwear?
- May I see it?
- What size is your bra?

* Discuss why it is important not to give out personal information to strangers (e.g., you do not want strangers bothering you; they may be dangerous or after your money or belongings; it's none of their business and you have the right to your privacy). Stress that students have the right to say "No" to people.

* Have students practise saying "No" assertively. Begin by pairing off and having one partner repeating only "Yes" while the other partner repeats only "No." Tell the students that they must try to change their partner's answer, but they are only allowed to use the word they were assigned. They may change their tone or level of voice, but only use the one word. Everybody is to try not to change to the other word. Allow about one minute for the students to use their first word, then have them switch words. Discuss how hard it is to stay with your answer when someone is insistent on changing your mind.

Vary the role-play slightly and have students try to get their partner to do something he or she does not want to do, or to go somewhere he or she does not want to go. The partner must not change his or her mind no matter how hard the other person pleads or threatens. Switch roles after 2 or 3 minutes.

* Have the class discuss what to do if someone asks for personal information that you do not want to give. Say: "I don't tell strangers that," or, "That is personal information," or, "Sorry, I don't feel like talking to anybody." Ignore people who ask in a rude manner. If a person is persistently bothering you, leave if it would be safe to do so - better to stay at a bus stop with the person than to walk away and be followed when you are alone or if you do not know the area. If possible, go to a safe place such as a store where you could ask the clerk to call the police or use the phone to call somebody you trust to come and get you.

Personal vs. General Information, Cont'd

Also, have students discuss who some strangers are that you might have to give personal information to (e.g., a new doctor, dentist, social worker, the police, etc.). Mention that most of these people wear uniforms that identify them, are in places such as hospitals and police stations that identify them, and that the people would be willing to show some identification if they are who they say they are.

You do not give personal information to an unsafe stranger, but you may have to give it to a safe stranger, if they are trying to help you (e.g., if you are lost, you may have to tell the police your name and address; if you are sick, you may have to tell the new doctor who you are and your medical history).

Community Interactions

* Review 'safe' and 'unsafe' strangers, noting that safe strangers can usually be identified by their uniforms or will be willing to show some identification. If a stranger tells you that he knows your parents or a friend, he should be able to tell you some personal information about that person, such as what their names are, where they work, etc. Encourage students to question strangers who claim to know them (e.g., "What is my mother's name?", "Where does she work?", etc.). Remind students that friends help each other and, if they are with a friend when a stranger approaches, they should remind the friend to make sure the stranger can identify himself or herself.

Discuss interacting with safe strangers. Have the class list some safe strangers: police, doctor/dentist/instructor/ social worker, waitress/waiter (while you are in the restaurant), bus driver (while you are on the bus), etc. Have the students discuss whether or not you should give directions or tell the time to strangers who ask. Students should realize that it is okay to give out general information such as the time and the location of places, as long as they do not give out personal information in the process.

Community Interactions, Cont'd

* Have students role-play the following situations.

- ordering from a waitress you do not know
- responding to a request for the time, while in the mall
- asking directions from a police officer
- telling the doctor in the emergency room of a hospital your name and medical number
- introducing yourself to the teacher when you first begin a new course
- telling a stranger where the nearest mailbox is
- telling your name and address to the bank teller when you open a new account
- telling a stranger where a grocery store is

* Use the Relationship/Safety Anecdotes to generate discussion or additional role-plays. (See Supporting Material.)

* Role-play the following situations with the instructor playing the unsafe stranger. Videotape the role-play and review the tape. Immediately after the scene has been reviewed and discussed, have students who did not respond appropriately, replay the scene and incorporate the feedback.

- At a bus stop, a stranger pleasantly asks the time, then begins to chat about general things, gradually becoming more and more personal, and finally, begins to ask personal quesions. If the student responds to the first few personal questions, end the role-play. If the student resists answering the personal questions, have the 'stranger' react by becoming angry or by behaving in a 'hurt' manner.

- A stranger on the bus says they have seen the student on that bus before; after some general conversation, the stranger begins to ask personal questions. If the student responds appropriately, have the stranger try to convince the student that they aren't strangers because he or she has seen the student before.

Using the above format, role-play similar situations in other common settings (e.g., a store, movie line-up, sports complex, elevator). The stranger could claim to know the student's friends or family, be selling things at the door or on the street, ask for money, or offer candy/gum/cigarettes/ drugs, etc.

Community Interactions, Cont'd

- Have a volunteer 'stranger' approach the students during break. He or she should offer gum/candy, etc. If the students do not respond, the stranger should claim to know their instructor, but be unable to tell them any personal information about the instructor. The stranger should be quite persistent if necessary. He or she should also focus on any students that appear to be responding. The other students should come to the assistance of these students.

  Have the 'stranger' come to the class after break to give feedback regarding student performance with an 'unsafe' stranger. If students had difficulty responding appropriately, have them role-play with the 'stranger' what they should have done or said. Also, have the other students come to the assistance of the student being bothered by the 'stranger'.

- Tell the students that you are going to make a telephone call; leave the video equipment on 'record', if this can be arranged without the students becoming too conscious of it. Have a volunteer 'stranger' approach the students. The 'stranger' should not give any indication that he or she knows what the class is about or who is teaching it. If the class takes place in a regular classroom, the stranger could pretend to be early for the next class in this room. He or she could then begin to interact with the class by making safe requests such as asking the time, etc., in a friendly manner. He or she should progress to inappropriate requests such as asking for money, asking a student to go somewhere, or offering candy/gum/cigarettes/drugs, etc. He or she may also become less friendly and more persistent if the class does not go along with the overtures, or may act hurt to win their sympathy. The stranger may disclose personal information while trying to obtain the same from the students.

  Allow 15 to 20 minutes for the interactions. The 'stranger' should have left the room before you return, as this will provide a good opportunity to see if the students will report an incident of this nature.

  Review the tape and discuss the situation with the class. Give each student a chance to give feedback about his or her own interactions with the stranger before instructor or class feedback is given.

Have the 'stranger' return to the class and give feedback - both favorable and unfavorable - such as, "I could see that you didn't want to tell me your name, but you did anyway." or "When you said you wouldn't tell me . . . you didn't sound like you meant it.", etc.

Take the opportunity to introduce the 'stranger' and explain that you had asked him or her to behave that way. Point out that now that they have been introduced, they are acquaintances.

Have students role-play specific areas that they had difficulty with when they were interacting with the stranger. Have the students who had difficulty replay the scenes with the stranger, until they are able to interact safely in the role-play situation.

* As a community experience, take the students to a local commercial area and have them interact with waitresses, librarians, store clerks, information booth attendants, etc. If possible, have several volunteer strangers posted in the community to initiate 'safe' stranger interactions with the students, by asking directions, the time, etc.

Return to the classroom to review the community experience. Role-play any areas of difficulty the students experienced.

* Discuss how being at home doesn't necessarily mean that you will not have to interact with strangers since people you don't know may telephone or come to the door for many reasons. Have the students list some of the reasons strangers may contact them at home (e.g., to sell them something, to deliver things, to fix things, to get information for a census or polls, etc.).

Remind students of the following general safety rules.

- You can let strangers in when you are expecting them, (i.e., when you have asked them to come to your house).
- Have a friend present when you are expecting a repair person or sales person.
- Before letting a stranger in, ask the person to identify himself or herself. (Sometimes you can tell who they are by their uniforms or by the advertising on their vehicle.)

Community Interactions, Cont'd

  - When strangers are in the house, you should not leave valuables or money in view.
  - Do not tell strangers personal information about yourself, your friends, or your family.
  - When you are home alone, you should keep your doors locked and ask people to identify themselves before you open the door.
  - Have the telephone number of the police posted near the telephone.
  - Never tell people who come to the door or who telephone that you are home alone or that you live alone. If they are trying to sell you something, say: "We don't want any." rather than "I don't want any."
  - Do not give out your name or address over the telephone.
  - If you are outside in your yard, lock the doors to the house.
  - Do not let an unexpected repair or delivery person into the house.

* Create role-plays based on the above safety rules. The strangers role-played should include friendly characters and aggressive characters so that students can practise being assertive in all types of situations.

* Play the training tape (see Supporting Materials) through once, then review each scene separately, having the students give feedback on whether the actors behaved appropriately or not.

* Replay each of the scenes with the students acting in the roles.

Relationship Quiz

I saw my friend's aunt the other day but I couldn't remember her name. My friend's aunt is ________________________. (an acquaintance)

I went to dinner with Lorna and Jim. I've known them a long time and really like them. They are __________________. (friends)

A man I'd never seen before offered me a ride home. I said no. He is a _________________. (stranger)

I was so happy to see my sister that I gave her a hug. She is ____________________. (family/a relative)

That guy is in my new class, I think his name is Rick. He is ____________________. (an acquaintance)

My brother is coming to dinner. He is ________________. (family/a relative)

I've known Brenda for years. We do a lot of things together. She is _________________. (a friend)

A new family moved into the apartment next door. We say hello in the halls but other than that I hardly ever see them. They are ____________________. (acquaintances)

A woman I'd never seen before came to the door selling magazines. She is _____________________. (a stranger)

I went to a new church last Sunday. I'd never seen the minister before. He was ___________________. (a stranger)

After church the minister introduced himself. Then he was ____________________. (an acquaintance)

He also introduced me to some people that live near to me. They are ___________________. (acquaintances)

John and Tracey helped me move last week. I helped them paint their house last month. We help each other a lot. They are ____________________. (friends)

I had a fight with my sister. Sometimes she makes me really angry but she is still __________________. (family/a relative)

Relationship Quiz, Cont'd

I got married last month. My husband is ________________. (family)

The landlord came to fix the sink last night. It was the first time I'd seen him since I moved in. He is _________________. (an acquaintance)

I always get my hair cut by Theresa at the Hair Affair. I don't know her last name or where she lives. She is ____________________. (an acquaintance)

I have two children, Shelley and Daniel. They are __________. (family/relatives)

I'm going to my aunt's for dinner on Thursday. I see her almost every week. She is ________________. (family)

I went for a picnic with Jason. We've been friends for about three years now. We like a lot of the same things. He is ____________________. (a friend)

I have a cousin that I haven't seen for ten years. He'll be at the family reunion next Saturday. He is ________________. (an acquaintance/a relative)

I'm having lunch with my mother today. She is ______________. (family/a relative)

I always try to get in the bank line-up for the teller named Heather. She is really quick but friendly and always remembers the regular customer's names. She is _____________________. (an acquaintance)

I babysit with my nephew a lot. He sure is a cute kid. He is ____________________. (family/a relative)

When I first moved to this city, I didn't know anybody. Everybody was __________________. (a stranger)

Then I got a job and joined some clubs. I got to know a little bit about some of the people. They were ____________________. (acquaintances)

Later I got to know some people better and started to do things with them. I really like some of them, and they like me. We help each other out, too. They are _____________. (friends)

Relationship Quiz, Cont'd

Sean and I liked each other so much that we got married. Now he is ________________. (family/a relative)

We have a baby named Todd. He is ______________. (family/a relative)

Relationship/Safety Anecdotes

The following anecdotes may be used to illustrate relationships and to check student's comprehension. They may also be used as an illustration and check of safety.

Students are asked what they would do or say in the situations, to see if they would volunteer personal information and to determine if they respond appropriately.

The anecdotes may also be used as role-play situations.

1. Joan was excited about going to work on Monday. She was starting in a new area where she didn't know the other workers and had only met Pam, the supervisor, once. She was a little nervous and wanted to make a good impression. When Joan went to report to Pam she wanted to show Pam what a nice person she was, so she gave Pam a hug.

   Relationships:

   - Is Pam a friend, stranger, acquaintance or relative?
   - Are the other workers friends, strangers, acquaintances, or relatives?
   - Would you have hugged your new supervisor? Why or why not?
   - What would you have done?

2. One rainy afternoon Michelle was watching an old movie on television. She was alone while her roommate went to the doctor. Someone came to the door. Since Michelle wasn't expecting anyone, she was surprised to find her neighbor, Sandy, carrying a big case. Michelle and Sandy were both such busy people that they didn't see each other very often. They didn't know each other very well, although they had been neighbors for two years. Sometimes they chatted over the backyard fences, or said "Hello" when they saw each other on the street.

   Sandy said, "Our company is having a sale on some of our best cosmetics. Here is our brochure." Michelle looked at the brochure and saw that many of the prices were crossed out with lower prices written in pen beside the old ones. Michelle wanted to see the samples. Sandy asked if Michelle would like her to come in and show her the samples.

Relationship/Safety Anecdotes, Cont'd

Relationships:

- Is Sandy a friend, relative, acquaintance, or stranger?

Safety:

- Would it be alright for Michelle to let Sandy in? Why or why not?
- If you were Michelle, what would you say?

3. One evening about three weeks before Christmas, Don was in the workshop, building a dollhouse for his little sister. He had the house to himself for the night and was hoping to get a lot of work done. Don's little sister was getting so snoopy that the only way he could surprise her was to work on the dollhouse when she wasn't home. He heard a knock on the door and wondered who it could be; he wasn't expecting anyone. An old man Don had never seen before was standing at the door. He said, "I'm looking for the Friedman residence. Do you know where they live?" "Yes," said Don, "I'll draw you a map." "Thank you," said the man, "may I wait inside? It's so cold outside tonight."

   Relationship:

   - Is the dollhouse for a friend, an acquaintance, a stranger, or a relative?
   - Is the old man a stranger, a relative, an acquaintance, or a friend?

   Safety:

   - Would it be okay to let him in? Why or why not?
   - What would you say?

4. It was Saturday morning and Rosie was doing some baking when the doorbell rang. She wasn't expecting anyone and wondered who it could be. She answered the door. It was her Uncle Harry returning some tools he had borrowed. "Can I put these in your basement?" he asked.

   Relationship:

   - Was the person at the door a friend, a stranger, a relative, or an acquaintance?

Safety:

- Should Rosie let this person in? Why or why not?
- What would you say if you were in this situation?

5. One evening Joe's family went to see his cousin's new baby. Joe didn't go because he was just getting over the flu and was afraid he would give it to the baby. He was content to stay home and work on some bookshelves he was building. There was a knock at the door. Joe opened the door to a man that he didn't know. The man said, "Is your father home?" Joe said, "No." The man didn't leave. He said, "I work with your dad and I need to speak with him. It's very important. Can you tell me where he is?" Joe told the man that he didn't have the address or telephone number, but that his father would be home in an hour or so. The man said, "I need to see him. May I wait inside?"

Relationship:

- Was the man at the door a friend, an acquaintance, a stranger, or a relative?

Safety:

- Would it be alright to let him in to wait? Why or why not?
- What would you say to him?

6. It was Hal's turn to wash the morning dishes. Before his room-mate left, she said, "I'm bringing home some friends, so I hope this kitchen will be clean." Hal hated to wash dishes, and he found it especially boring when he was alone. Just when the pile of dishes was beginning to look like a mountain, Hal heard a knock at the door. He went to answer it, hoping his friend Bob might have decided to drop by. Instead of finding Bob, he found a well-dressed man carrying a briefcase. The man smiled at Hal and said, "Hi, I'm on my way to an important meeting. May I use your phone?"

Hal knew he shouldn't let strangers into the house, but the man looked okay. The man said, "Couldn't I just come in for a minute? Here, I'll pay you a dollar if you let me use the phone." He reached into his pocket and pulled out a crisp new dollar bill. Hal looked at the dollar wondering if he should take it.

Relationship:

- Is the man a friend, a stranger, a relative, or an acquaintance?

Safety:

- Should Hal let him in? Why or why not?
- What would you say if you were in this situation?

7. Anne was home alone. It was in the afternoon, and her husband would be home in two hours. The doorbell rang and Anne went to see who was there. A salesman was standing at the door. He wanted to sell her a subscription to a magazine. Anne said, "No, thank you." and began to shut the door. The salesman said, "Maybe someone else would like to buy a subscription. Is someone else at home?"

Relationship:

- Was the salesman a friend, an acquaintance, a stranger, or a relative?

Safety:

- Should Anne answer his question? Why or why not?
- What would you say if you were Anne?

8. Eric was in the backyard helping his cousin stack wood. His cousin said, "I'm getting really thirsty." Eric said, "Hang on and I'll get us each a beer." He was on his way out when the front doorbell rang. They weren't expecting anyone and he was surprised to find a woman standing there with a notebook. She said, "I am representing Adams Marketing Research Company. We are taking a survey on breakfast foods. May I come in and ask you a few questions?"

Relationship:

- Was the person at the door a friend, a stranger, an acquaintance, or a relative?
- Is Eric's cousin a friend, a stranger, an acquaintance, or a relative?

Safety:

- Should Eric let the woman in? Why or why not?
- What would you say if you were in this situation?

9. Kelly couldn't find an empty table in the cafeteria at work. A woman who had just begun working in Kelly's area two days ago was sitting alone. Kelly hadn't been introduced yet but had heard about the new woman from friends at work. The woman looked lonely by herself. She kept looking around the cafeteria as if she were hoping someone she knew would come in. Kelly walked over to her and said, "Hi, aren't you Denise? I'm Kelly. We work in the same area; I was hoping to get a chance to meet you. Do you mind if I sit here?"

Relationship:

- Is the new woman a friend, a relative, an acquaintance, or a stranger?
- Is it okay for Kelly to sit with the woman? Why or why not?
- What would you do in this situation?

10. Scott got off the bus at his usual stop. A woman he had never seen before got off at the same stop. She began to walk with Scott. She said, "I know a short-cut. Come with me and you'll get to work faster."

Relationship:

- Is the woman a friend, an acquaintance, a relative, or a stranger?

Safety:

- Should Scott go with her? Why or why not?
- What would you do if you were in this situation?

11. Ron was at work one day, sweeping the floor in the store. A customer whom Ron did not know came in and asked to speak to the boss. Ron said, "He's gone to lunch. He'll be back in an hour." The customer said, "Can I sit in his office and wait for him?"

Relationship/Safety Anecdotes, Cont'd

Relationship:

- Is the customer a friend, a relative, an acquaintance, or a stranger?

Safety:

- Should Ron let the customer go and sit in the boss's office? What could he say?

'Larry' Relationship Anecdote

Larry was working alone in his front yard. A man he had never seen before walked by.

> Is the person who walked by a friend, a relative, a stranger, or an acquaintance?

Just then, Larry's mother called him into the house for lunch.

> Is the person who called Larry to lunch a friend, an acquaintance, a relative, or a stranger?

While Larry was eating lunch, the doorbell rang. When Larry went to answer it, he found Ken there. Larry had known Ken for ten years. He really liked Ken; they liked a lot of the same things and they did a lot of things together.

> Is Ken a stranger, an acquaintance, a relative, or a friend?

Ken had come to give Larry a ride to their baseball practice.

> Would it be alright for Larry to accept a ride with Ken?

On the way to baseball, Ken told Larry they would have to stop at his aunt's house for a couple of minutes to drop off a package. When they got to the aunt's house, Ken introduced Larry to Aunt Mona.

> Is Aunt Mona Ken's friend, his relative, an acquaintance, or a stranger?

> Is Aunt Mona Larry's friend, his relative, an acquaintance, or a stranger?

Ken and Larry made it to baseball practice on time. The coach asked Larry to practice pitching to the new team member, Roseanne, who had just joined the team the day before.

> Is Roseanne a friend, a stranger, an acquaintance, or a relative?

While they were practising, Larry noticed a man he had never seen before watching him and Roseanne.

> Is the man watching a friend, a relative, a stranger, or an acquaintance?

'Larry' Relationship Anecdote, Cont'd

Larry pointed out the man to Roseanne. She told him that the man was her brother.

> Is the man Roseanne's friend, her relative, an acquaintance, or a stranger?

After practise, Larry and Ken invited Roseanne to go to the pub with them for a beer. Roseanne said she would go if she could bring her brother along. They said "Sure." Roseanne called her brother and introduced him to Larry and Ken.

> Is Roseanne's brother Larry's friend, his relative, an acquaintance, or a stranger?
>
> Is Roseanne's brother Ken's relative, his friend, a stranger, or an acquaintance?

At the pub, they ran into Ken's brother John, whom Larry had known almost as long as he'd known Ken. Larry and John really like each other and often did things together.

> Is John Larry's friend, an acquaintance, a relative, or a stranger?

John didn't know Roseanne or her brother.

> Are Roseanne and her brother John's friends, his acquaintances, strangers, or relatives?

Larry introduced Roseanne and her brother to John.

> Now, are Roseanne and her brother John's friends, relatives, strangers, or acquaintances?

A waitress none of them had seen before came over to take their orders.

> Was the waitress a friend, an acquaintance, a stranger, or a relative?

'Larry' Relationship Anecdote, Cont'd

After they had given the new waitress their orders, Larry asked the waitress where Beth, their regular waitress was. The new waitress told them that Beth was working the late shift and would be in soon. Sure enough, when they were ready for their second round, Beth came to take their orders. Larry and Ken didn't know Beth's last name, where she lived, who her friends were, or who was in her family, but they saw her almost every time they came to the pub and always enjoyed talking and joking with her.

> Is Beth Ken and Larry's friend, relative, acquaintance, or stranger?

Everybody had a good time at the pub that day. They decided to go to the pub after practice together as often as they could. By the end of the baseball season, everybody knew each other really well. They began to do things together, even when they weren't playing baseball.

> Now, what is the relationship between Larry, Ken, Roseanne, Roseanne's brother, and John?

Human Awareness Training Tape

Using a few volunteer actors and video equipment, role-play situations such as the following. In addition, any situations that the students spontaneously mention could be taped in this way to stimulate discussion.

1. a) A stranger (e.g., salesperson) comes to the door. After the sales pitch, the stranger starts to ask personal questions such as: "What is your name? Do you live alone? Is anyone else home?" The stranger then asks to come in and is allowed to enter.

   b) Same as above, except that the person answering the door does not answer the personal questions or let the stranger come in to the house.

   (It's a good idea to have the salesperson use different approaches, i.e., pushy, soft-sell).

2. a) A stranger (male) asks the person to help him carry something heavy. The person agrees and goes with the stranger.

   b) Same as above, but the person refuses to go with the stranger.

3. a) One friend asks another to hitch-hike. The other person refuses. The first friend keeps trying to persuade the second, who finally gives in.

   b) Same as above, except the second friend does not give in.

4. a) People are doing inappropriate things in public (e.g., nose-picking, scratching, chewing hair, adjusting underwear, chewing nails, picking teeth, etc.).

   b) People are behaving appropriately in public (e.g., talking, being attentive, using kleenex, etc.).

Human Awareness Training Tape, Cont'd

5. a) Two people are waiting at a bus stop. One starts to ask the other personal questions. The second person answers them.

   b) Same as above, except the second person politely refuses to answer the personal questions.

6. a) Two or three people are in a restaurant, laughing and talking loudly; others stare at them with disapproval.

   b) The same group is talking in normal voices and behaving appropriately.

7. Two friends are talking; a third person nearby is staring at them. They finally become uncomfortable and leave; then they talk about how it made them feel.

8. Three people are talking. One says, "There's Sue." The second says, "Who is she?" (stranger) The first person says, "I met her once a few weeks ago." (acquaintance) The third says, "I have known her for years; we see each other often." (friend)

WORK SKILLS

The work skills covered in this section are general work-related skills. They will introduce students who have had little or no experience in competitive work situations to some of the basic concepts of work. They may also be used in a course to train volunteers. The topics covered include:

Introduction to Work - What is work? Why do people work? What terms are used at work?

Job Search and Interview Skills - Where to look for a job; how to apply for a job; how to have a good interview

Routines in the Workplace - standard work procedures, such as work schedules, starting and ending employment, use of time-clocks and timesheets, rules on the job, etc.

Work Habits and Behaviors - responsibilities of an employer/employee; good work attitude and habits; communication on the job

Some suggestions for guest speakers and field trips are included at the end of the Teaching Strategies.

Materials Needed

The materials used in the Teaching Strategies include the following.

- a video camera, recorder, and monitor;
- someone to interview the students;
- newspaper 'want ads';
- a time-clock (or a picture of one); and
- samples of:
  - a vocational aptitude test,
  - a resume and letter of recommendation,
  - a TD-1 form,
  - applications for life insurance/pension plan/ dental plan/long-term disability plan,
  - a timesheet,
  - a paycheque, and
  - health and safety signs.
- Appendix C: Instructional Artwork

In addition to the Work Skills Assessment, the Social and Prevocational Information Battery, Form T (SPIB-T) may be used as an assessment tool. The SPIB-T, published by Publisher's Test Service, is available from CTB/McGraw-Hill, 2500 Garden Road, Monterey, California, 93940.

Work Skills List

Introduction to Work

- Describe and explain:
  - definition of work
  - reasons for working
  - employment terms

Job Search and Interview Skills

- Describe where to look for job opportunities
- Describe three ways to apply for a job
- Describe how to prepare for an interview
- Introduce self at an interview
- Describe personal work history and education
- Ask questions about the job
- Answer questions related to the job
- Maintain proper body language, voice volume, etc., throughout interview

Routines in the Workplace

- Describe or explain:
  - starting employment procedures
  - ending employment procedures
  - punctuality
  - work schedules and breaks
  - use of time-clocks, timesheets, overtime
  - benefit/deduction categories on a paycheque
  - rules on the job

Work Habits and Behaviors

- Describe/explain the responsibilities of an employer
- Describe/explain the responsibilities of an employee
- Display good work attitude
- Display good work behavior
- Display good job communication skills:
  - receive instruction from boss/co-worker
  - ask for clarification from boss/co-worker
  - discuss a problem with boss/co-worker

Work Skills Assessment

Introduction to Work

1. What is work?

2. What are three reasons for working?

Job Search and Interview Skills

1. Where can you look for a job?

2. How can you apply for a job?

Routines in the Workplace

1. What would you do if you missed your bus and were going to be late for work?

2. What would you do if you forgot to 'punch in' at 9:00 and it's now 9:30?

3. What would you do if you saw a sign that read, "Safety glasses must be worn in this area?"

4. What would you do if it was time to go to work but you were not feeling very well?

5. How many coffee breaks do most full-time jobs allow in one day?

6. Do most jobs allow you to take your coffee break at your work area? If not, where?

7. What would you do if your lunch break was over and you were not finished eating?

8. What do you receive from your employer for working?

9. What is a paycheque?

10. What would you do if it was time to go home and your work area needed tidying?

11. What are three possible deductions from your paycheque?

Routines in the Workplace, Cont'd

12. Show the student a safety sign and ask him or her to explain its meaning.

Work Habits and Behaviors

1. What would you do if your boss was talking so fast to you that you couldn't understand what he or she was saying?
2. What would you do if you needed some help from your boss, but he or she was too busy to help you?
3. What would you do if your boss pointed out a mistake you made in your work?
4. What would you do if your boss asked another worker to show you how to do your job?
5. What would you do if your boss told you to do something you didn't want to do?
6. What would you do if the worker beside you was always taking naps?
7. What would you do if you ran into a big problem at work, such as having some machinery break down?
8. What would you do if you had a small problem at work, such as forgetting what time your coffee break is?
9. What might happen if you didn't get along with the other workers?
10. What would you do if the other workers were trying to blame you for something you didn't do?
11. What would you do if you noticed a loose step on the stairs at work?

Teaching Strategies

Introduction to Work

* Ask the group to brainstorm a definition of work; write down what everyone says. This definition may include the following.

  - Work is something you get paid to do.
  - It is something that's not fun to do.
  - You have to do it.
  - It is hard or tiring.
  - It is something to do during the day.
  - It can be enjoyable.

(Dictionary definitions always include reference to sustained physical or mental effort and a means of livelihood.)

Write down a definition based on the group's input, and read it back to see if they all agree with it.

* Ask "Why do people work?" This time, you are not looking for a group consensus, as many reasons are valid; for example, people may work

  - to earn money,
  - to meet people,
  - to gain status,
  - to feel useful,
  - to keep busy, and/or
  - because they enjoy it.

Discuss all the reasons that are mentioned, to be sure that all students understand them and have a chance to express their feelings about these reasons.

Read the following examples aloud and ask, "Why do you think . . . . works?"

  - Mrs. Smith is a waitress. She finds the work tiring but she enjoys meeting new people all the time. She is also saving up her tips so she can take a vacation.

  - Paul Jones works in a supermarket on weekends, stocking shelves and pricing items. He finds it boring and would rather be with his friends, but he is planning to go to college next year.

Introduction to Work, Cont'd

- Dorothy's grandmother left her a lot of money, so she doesn't need to work. However, she works part-time at a health club as a fitness instructor, and she also volunteers twice a week at a day-care centre.

- Mr. Brown was recently offered his choice of either a raise or a promotion to the position of a branch manager of his company. He decided that he would rather have the big office and expensive car that came with the branch manager's job.

* Ask the students if they know what the following terms mean.

full-time job	(40 hours/week)
part-time job	(24 hours or less/week)
temporary job	(limited time period)
shift work	(days/evenings/nights)
on-call/relief work	(as needed)
volunteer work	(unpaid)
seasonal job	(limited time period)

Discuss each term fully, using examples to clarify. Read the following examples and ask students to identify the kind of a job described.

- Every Wednesday after supper, John goes to the Senior Citizen's Home. He plays cards with an old man. They have become good friends. When John visits they have coffee in the cafeteria. If John is sick and cannot visit the man, he phones the person in charge of the home and says he cannot come. John is not paid for any of this work.

  What kind of work does John do? (volunteer)

- Gary works at a repair shop where he fixes old televisions and radios. He works 40 hours a week and has now been at the shop for two-and-one-half years. This summer, he's expecting ten days off with pay for his summer vacation.

  What type of job does Gary have? (full-time)

- Wendy is working at Christopher Robin Nursery School where she cares for seven children daily. She began working at the school two week ago and will be there for another two-and-one-half months, while the regular teacher recovers from an illness.

Introduction to Work, Cont'd

What type of job does Wendy have? (temporary)

- Jenny works for a woman who runs a coffee shop. When someone who works at the coffee shop gets sick and can't come to work or goes on holidays, the woman phones Jenny. Then Jenny goes in and works until the other person comes back. Jenny is paid for the amount of time that she works.

  What type of job does Jenny have? (on-call)

- Dan and Brian work as janitors in an office building. They work from 6:00 p.m. to 9:00 p.m. every weekday evening, after the people have left the office building. The rest of the day, Dan and Brian study and go to classes. They are paid for being janitors and the money helps them to buy their books for school.

  What type of job do Dan and Brian have? (part-time)

- Frank has always wanted to be an engineer and finally, after a lot of training, he got a full-time job with VIA Rail. His hours of work are: Monday, Tuesday and Wednesday, 6:00 a.m. to 2:00 p.m., and Thursday and Friday, 4:00 p.m. to midnight.

  What type of work does Frank do? (shift work)

- Joe got a job with the Parks Department for the summer repairing and staining picnic tables. In the fall, he'll have to look for other work.

  What kind of job does Joe have? (seasonal)

Name the seven types of jobs listed above and ask students to give other examples.

* Ask the class for definitions of the following terms.

employer
customer
unemployed
shift work
payday
fired
deductions
trainee
employee
volunteer
full-time
temporary
resigned
retired
benefits
evaluation
co-worker
employed
part-time
on-call
laid off
seniority
holidays
schedule

Introduction to Work, Cont'd

Discuss examples to clarify these terms; role-play short vignettes with various students to help with the clarification. For example, role-play situations might include:

- employer hiring a new employee;
- employee resigning from a job;
- boss laying off a worker;
- boss paying a worker and explaining the deductions; and
- employee serving a customer in a store.

Ask the students who are watching to identify which roles are being played and what is happening in the role-play.

Explain that you don't expect them to remember the meaning of all these terms right away, but that you will be reviewing them often during the course and keeping track of the ones they have learned.

In subsequent classes, ask individual students for definitions and record the ones they can define independently. Tell the students that you will be tracking their knowledge of these terms and that once they have independently explained what a term means three times, you will cross it off their skills list - the goal being to have them all crossed off by the end of the course.

Job Search and Interview Skills

* Ask students: "What do you think is the first step in looking for a job?" Encourage them to brainstorm for a few minutes to see if they will realize that they first need to decide what kind of jobs they want. Tell them that it is good to keep an open mind; but, unless there is some focus to their search, it will probably take them longer to find the right job.

How can you decide what kind of job to look for?

- Make a list of things you are good at and things you like to do.
- Talk to someone who can help you decide what kinds of jobs you would be good at (e.g., parents/guardians, teacher, vocational counsellor, CEC Special Needs Counsellor).
- Take aptitude tests, which will help you to choose specific jobs that you are suited for.

Job Search and Interview Skills, Cont'd

Read some sample questions from a vocational aptitude test to give students an idea of what sort of things they contain. Select a short section and administer it to the group; this will give them some ideas about how to take into account their personal preferences, abilities, and shortcomings when choosing a type of work. (One possible tool is "Choices" - available from Employment and Immigration Canada.)

Once you have decided what kind of job you want, where do you start looking?

- Register at a Canada Employment Centre and check the job board there frequently. (See the Special Needs Counsellor if you do not read or write very well.)
- Read the 'want ads' in the newspaper. (Read some ads from a current paper to the class.)
- Register at private employment agencies.
- Visit places you'd like to work and enquire about job openings.
- Ask your friends and family if they know of any jobs you might want to apply for.

* How do you apply for a job? (by telephone, by letter, or in person)

* Read a newspaper advertisement to the class; then, model how to make a telephone call in reply to the ad. Emphasize the importance of being polite, speaking clearly, stating the reason you have called, and having the necessary information ready (i.e., previous experience, training, and when you would be available for an interview, etc.).

Have each student role-play a telephone call in reply to an advertisement. Videotape and review, watching for the things listed above.

* Ask students if they know what a job interview is. Explain that it is a meeting you have with an employer (or someone representing the company) that will help the employer decide whether to hire you. Therefore, it is important to learn the skills necessary to have a good interview.

Have the group brainstorm a list of things that should be done before going to a job interview.

Job Search and Interview Skills, Cont'd

- Get plenty of rest the night before.
- Pay special attention to your grooming (hair clean, close shave, not too much make-up, clean and trimmed nails, etc.).
- Choose your clothes carefully; don't underdress or overdress. (Get some advice if you're not sure.)
- Allow plenty of time so that you won't be late no matter what happens.
- Find out a little about the company, so you can ask a few questions to show your interest.
- Be sure you have copies of your resume and/or letters of recommendation ready to take with you.
- If you don't have either of the above, practise giving a brief summary of your previous work experiences.
- Be prepared to talk a little about yourself - your family, hobbies, favorite activities, etc.
- Practise being interviewed with a friend or relative, if possible.
- Use your favorite relaxation technique while on your way to the interview, or while waiting to be interviewed.

* Tell students the importance of remembering the following points during an interview.

1. Be natural. Be yourself.

2. Be honest. A prospective employer would prefer to hire someone who knows what he or she can and cannot do.

3. Be positive. Mention all the things that you do well. State them simply; don't brag.

4. Listen. The interviewer will also be telling you things. Pay attention (remember eye contact), and ask at least one or two questions that show that you were listening (e.g., about the duties of the job, working hours, or the starting wage, etc.). If the interview is going well, you could discuss such things as vacation leave and benefits, but don't put too much emphasis on these.

5. Be polite. Remember to introduce yourself and use a greeting question or comment. Thank the person at the end of the interview, even if you think it went badly. Maybe they don't share your opinion!

Job Search and Interview Skills, Cont'd

Review the communication skills briefly and have students practise their handshakes and self-introductions with you and with each other. Videotape and review carefully, emphasizing body language (eye contact, sitting up straight, hands in lap, relaxed facial expression). Have everyone keep trying until they and you are reasonably satisfied with their 'first impression.'

If a co-instructor is available, he or she could assist you in helping students to put their previous work experiences into a resume, and to compile a list of people who could provide personal or work-related references.

* Read to the class the following example of two people being interviewed for the same job.

> Peter and Jim both applied for a job on a janitorial team. Peter went to his interview in a clean shirt and pressed slacks. He didn't have much previous experience, but did have a letter of recommendation from a church where he had done volunteer work, helping to clean at busy times during the year. He asked several questions about the job and expressed a willingness to work on different shifts if necessary.
>
> Jim had had several cleaning jobs before, so he was pretty sure he would get the job. He was a few minutes late for the interview, but the man interviewing him didn't seem upset. Jim wore his old work clothes since that's what he'd be wearing on the job. He described all of his previous jobs, and said that he would prefer to work days because he was tired of night work.

Who do you think got the job? (Peter got the job.) Can you think of some reasons why?

- He dressed well for the interview.
- He was on time.
- He had a letter of recommendation.
- He showed interest by asking questions.
- He said he was willing to work different shifts.

Why wasn't Jim hired, when he had more experience?

- He was late for the interview.
- He dressed in old clothes for the interview.
- He didn't bring any references or a resume.
- He said he was unwilling to work nights.

Job Search and Interview Skills, Cont'd

Be sure to emphasize to the students that no single factor was THE reason why Peter was hired instead of Jim; it was the combination of several factors. Explain that the example was used to show them the importance of the interview in getting a job. People who are very skilled often don't get jobs because they lack one skill: selling themselves in an interview; and, people who have very few skills can often get a job because they have that one important skill.

* Demonstrate with the co-instructor a role-play in which one person is arriving for a job interview and the other is the busy receptionist. The interviewee should say, for example: "Excuse me, my name is ______________, and I have an interview with Mr. Smith at 2 o'clock."

Write on the board the assertive qualities of presenting oneself at an interview. Discuss the verbal content, emphasizing saying exactly why you are there, who the interview is with, and what time the interview is scheduled.

Have students break into groups of two and practise arriving for an interview. Go around the room and give encouragement and feedback to each group. Also, encourage students to give each other feedback.

Videotape each student in turn, presenting himself or herself for an interview as assertively as possible. Review the tape and ask students to evaluate the role-plays based on the content of what they said and how assertively they said it.

Allow students who wish to do so, do the role-play again.

* Plan a class to role-play interviews with the students. Tell each student what job they will be interviewed for, and remind them to dress appropriately, etc., for the interview. Have each student do a short role-play or mime of something they are going to remember to do before their interview.

On the day of the interviews, ask each student to describe the things that he or she did to prepare for the interview; encourage them to demonstrate or role-play whenever appropriate. Review the five things to remember during an interview: be natural; be honest; be positive; listen; and, be polite.

Have the video equipment set up and ready to run. Arrange the 'set' with two chairs and a table, with the interviewee's chair placed so that he or she is facing the camera. This will make it easier for the students to observe their own body language, eye contact, and facial expressions when reviewing the tape. The tape should be running when the student enters the room, so that he or she will not be distracted by you turning it on; leave the monitor off.

Interview students one at a time; the rest of the group should wait in another room. During the interviews, another instructor can work with the rest of the students on resumes, letters of recommendation, and relaxation techniques.

Use the interview skills on the Skills List to keep track of each student's performance during the interview. The length of each interview should be at least five minutes. Review the tape immediately following the interview; ask the student for a self-critique and then go over their Skills List with them, noting points that need improvement for the next interview.

When all interviews are completed, summarize important points to remember for the next set of interviews, based on how the students did today. Ask each student to describe one thing he or she did well in the interview and one thing he or she is going to improve for the next interview.

* Arrange a second class of interviews, with someone else conducting the interview. Be sure that the interviewer is clear about the purpose of the interviews and is prepared to give honest and concrete feedback to each student, in the following areas

  - the overall impression made by the student, emphasizing their strong and weak points;
  - whether the student would have got the job, based on his or her performance in the interview.

Go over the interview skills with the interviewer to be sure he or she understands your expectations and will mark the Skills List accordingly. Emphasize that you want the interviewer to be hard on the students, rather than make allowances for them, but no harder than he or she would be on anyone else applying for a similar job. Be sure that the interviewer has a standard set of questions to ask, so that each student has a similar experience.

Job Search and Interview Skills, Cont'd

Draw up a schedule of interview times for each student. The room should be arranged the same way as for the previous interviews. After each interview, have the interviewer call you to take part in the feedback session. During the interviews, you can function as a receptionist; the other students can practise waiting-room behavior and conversation.

When everyone is finished, get the group together and ask the interviewer for some general comments on the strengths and weaknesses that he or she observed and some final words of advice for the students. The students may also have some questions for the interviewer.

When the interviewer has left, ask the students how they felt about their interviews and whether they felt their interview was successful.

Routines in the Workplace

Starting and Ending Employment

* Ask the group: "What should you do when you are about to start a new job?"

  - Be sure to find out exactly what day you are to start work, what time you should be there, who you should report to, and what you should wear.
  - Get up extra early and take the time to make yourself look your best.
  - Use relaxation techniques to help you stay calm and relaxed.
  - Arrive at work about ten minutes early.

* Have students role-play receiving a telephone call to tell them they have been hired. The student should: thank the caller or express pleasure, ask the above questions (when, where, who, and what to wear), repeat the day and time, and thank the caller again.

Have each student do this, changing the information each time. Videotape the role-plays and review; have the students pay particular attention to manners, tone of voice, and whether they got all the information they needed. Let them try it again if they weren't successful, or have them role-play a return telephone call to the employer to get the information they lack.

* Ask: "What kinds of things should you do your first day on the job?"

  - Report to the person you were told to report to.
  - If it's someone you haven't met, introduce yourself, and say why you're there (e.g., "Good morning, my name is Jack Kramer. I'm the new busboy.").

The boss will then probably show you around and introduce you to the other workers. In a large company, you may only meet the workers you will be working close to. Then, the boss will probably tell you what you are supposed to do (your duties). What should you do at this time?

  - Listen carefully.
  - Ask questions if you are not sure what he or she means.

The boss may ask another worker to show you around and to explain your duties. Should you listen to what the other worker says or wait until you hear it from the boss? (listen)

What if you are not introduced to someone you are working with? (Don't wait; introduce yourself.)

* Have students role-play the following situations.

1. A new worker reports on the first day and greets the boss. The boss shows the worker around and introduces him or her to other workers. The boss leaves and another worker enters. The new worker introduces himself or herself to this worker.

2. Same as above, except that the new worker has never before met the boss. The worker introduces himself or herself and explains why he or she is there. The rest of the scene is the same as the above.

3. The boss explains the duties to a new worker. The worker listens carefully and repeats the instructions to be sure that he or she has heard correctly. The worker also asks a question about something the boss has said.

4. Same as above, except the boss asks another worker to explain the new worker's duties.

Be sure that each student has a chance to play the new worker in the first two and one of the second two role-plays and has a chance to view his or her performance on videotape. The other students can play the roles of other workers; the instructor should play the role of the boss.

* What other things might you have to do on the first day?

- Fill out or sign various forms, such as:
  TD-1 (income tax deductions,
  life insurance,
  pension plan,
  dental plan, and
  long-term disability insurance.

Have samples of these forms to show students; explain that someone in the company will help them to complete the forms. They will have to name a beneficiary on the life insurance form, so they should decide ahead of time who that will be.

* Ask: "What are some reasons a person might quit their job?"

- moving too far away to be able to get work
- found a better job
- to get more training or education
- illness or injury
- maternity leave

Explain that you don't have to quit for the last reason; you can take up to six months off without pay and by law, your employer has to keep your job for you. During this time, you can collect UIC. Some companies also have long-term disability plans that enable you to take extended leave, at a lower pay level, for illness or injury.

If you quit, you must give notice to your employer ahead of time (usually the length of one pay period). This can be done verbally; some companies require it in writing.

When you quit, your employer must pay you all the money you have earned up to that day, plus vacation pay for any vacation time you have earned and not used.

Routines in the Workplace, Cont'd

Have each student choose a reason for quitting a job and role-play telling his or her boss (you). Videotape the role-plays and review.

Punctuality

* Ask if anyone knows what 'punctuality' means. (being on time for things) What does it mean to be on time for a job that starts at 8:00 a.m.? Should you arrive at:

- 8:00 a.m.?
- 7:00 a.m.?
- somewhere between 10 to and 10 after 8:00?
- 8:15 a.m.?
- around 10 minutes to 8:00?

(The last is the correct answer.)

Why not arrive an hour early? (The boss may not like employees being there until it's time to start work; there may not be anything to do.) "What if the boss asks you to come in early? Should you? (Yes, if possible.)

Why not arrive right at 8:00? (There will be no time to put things away, get into your uniform, use the washroom, etc.; you will be late by the time you actually start working.)

Why shouldn't you be late? (Your employer will be annoyed if you are late all the time, or even often; it looks as if you don't take the job seriously; it can cause inconvenience to others [e.g., on an assembly line where they have to wait until everyone is there]; most importantly, it can get you fired!)

What if you get to work in good time and then sit around drinking coffee until 8:15? Is that any better than being late? (No)

What should you do if you are going to be late for work? (If you know ahead of time that you will be late, you should telephone your boss and let him or her know what time you will get to work.)

What should you do when you get to work late? (Apologize to the boss and explain why you were late; offer to make up the time or expect to lose some pay off your next pay cheque.)

Routines in the Workplace, Cont'd

* Give the following quiz to the class.

- What time do you get up in the morning when you have class?
- What time do you leave your house?
- What time do you catch the bus?
- What time does class start? When is it over?
- What time is coffee break? When is it over?
- When do you eat lunch?
- When do you eat supper?
- When do you go to bed?
- What are you usually doing at:
  - 7:30 a.m.?
  - 9:30 a.m.?
  - 10:20 a.m.?
  - 11:30 a.m.?
  - 3:00 p.m.?
  - 7:00 p.m.?
  - 2:00 a.m.?
- How long does it take you to:
  - shower or take a bath?
  - shave or wash your hair?
  - get dressed?
  - eat breakfast?
  - walk from home to the bus stop?
- How long is this class? How long is coffee break?

The students' answers to these questions will give you an idea of their concept of time. Ask someone who wasn't sure of their answers to time their next bath, walk to the bus stop, etc., and report at the next class.

* Ask students to keep a schedule of when they do things, until the next class.

* What is staying away from work called? (absence) What are some reasons that you might be away from work?

- illness (How sick must you be to justify a 'sick' day?)
- injury
- lack of transportation (bus strike, storm)
- having a baby
- death in the immediate family
- personal business (lawyer, bank)

Discuss appropriate and inappropriate examples of the above reasons for absence.

Routines in the Workplace, Cont'd

* Have the students do short role-plays (with you as the employer) of what they would do if they were supposed to go to work, and

  - the alarm didn't go off;
  - the bus broke down;
  - there was a very bad blizzard;
  - they woke up feeling sick;
  - they had been up all night with nausea and fever; or
  - they needed to go to the doctor.

Work Schedules and Breaks

* Put an example of a typical workday schedule on the board. Leave some blanks and ask the students to fill them in. For example:

8:00	begin work
10:00	
10:15	return to work
12:00	lunch
12:30	
2:30	coffee break
2:45	
4:30	finish work

* Ask students the following questions.

  - How many breaks are there is a typical working day? (3; lunch break and two coffee breaks)

  - Does it matter when you take your breaks? (Yes)

  - Why? (The boss usually doesn't want everyone to go at once [e.g., in a busy store or restaurant]; if you take your break at the wrong time, someone else may lose theirs; you may all have to break at the same [e.g., on an assembly line].)

  - What should you do if break is over and you haven't finished your coffee or lunch? (Save it for later [lunch]; throw it away.)

  - What if you're finished eating early? What else could you do? (Clean up your lunch things; use the washroom; make a telephone call.)

Routines in the Workplace, Cont'd

- What if you're finished eating early? What else could you do? (Clean up your lunch things; use the washroom; make a telephone call.)

- Can you or should you go back to work early? (It depends on the situation [e.g., assembly line]; you may impress the boss as a hard worker; don't do it all the time as it is important to have a good break from work.)

- Where do you go for breaks? (usually leave work area; lunchroom or cafeteria; outside)

* Discuss different ways to pay for coffee at work (e.g., by the cup; weekly or monthly payment [drink all you want]; bring your own [instant coffee or a thermos]).

Time Clocks, Timesheets, Overtime

* Show the class a picture of a time clock (a real one would be much better if you can borrow one), and ask if they know what it is and what it is used for. Describe or demonstrate how it works. Emphasize that you are only paid for the time that is punched on your time card. What should you do if you forget to punch in until you've already been working for an hour? (Punch in right away, and then let your boss know so that he or she can arrange to have you paid for that hour.)

* Have sample timesheets available and demonstrate how to complete one. Have each student fill in a timesheet for a pay period, pretending that class time was work time. Continue doing this for a few days until the students are able to complete their sheets independently.

* Using a large wall clock, set the hands at different times and have the students tell you what time it is. If a student has difficulty in telling you the time, set the clock at some times he or she knows (e.g., when class starts, when break ends) and ask "What should you be doing now?" Do this exercise with a digital clock as well; this will be easier for some students.

* Tell students that starting with the next class you want them to write their names and the time they arrive for class on the board.

Routines in the Workplace, Cont'd

* Ask the class what 'overtime' is. (when you work more than the usual hours in one day) Emphasize that before working overtime, you should find out what the company's policy is. If you work overtime, you usually receive either a higher rate of pay or an equal amount of time off; this is something you should know before working overtime. Show the students where overtime should be shown on their timesheets.

Paycheques and Deductions

* How is pay calculated?

- the number of hours worked multiplied by an hourly rate
- a fixed amount per week or month

Pay periods vary from place to place, but the following are the most common. Use a calendar to illustrate these different pay periods.

- weekly (the same day every week)
- bi-weekly (every other week)
- twice a month (usually on the 15th and the last day)
- monthly (the last day of the month or the first of the next)

Very few companies pay employees in cash; they usually pay by cheque, or by a direct deposit into your bank account. Sometimes you have a choice between these; sometimes you don't.

How does your boss know how much to pay you? (Your hours are tracked by a time clock, or you may have to fill in a time-sheet every day or for every time period.) It's a good idea to keep track of your hours yourself, to make sure you're getting paid for the amount of time that you worked.

* Ask if anyone can name some deductions.

Explain what the following deductions are for and that the law requires your employer to deduct money from your pay for all of them. Your employer also has to send additional money to help cover the cost of UI and CPP.

- income tax
- unemployment insurance
- Canada Pension Plan

Routines in the Workplace, Cont'd

Explain the following deductions to the class. Have a sample pay cheque with deductions on it so they can see how much money is taken off for the various items.

- union dues
- company benefits such as life insurance, dental plan, long-term disability, and company pension
- B.C. Medical Plan fees (if employer pays part) coffee fund, gift fund, etc.

What should you do if you don't understand the deductions on your paycheque? (Ask your boss or the person who makes out the cheques.)

Rules on the Job

* Have students brainstorm rules they have encountered: at school, at home, safety rules, club rules, etc. If someone mentions a law, ask if anyone knows the difference between a rule and a law.

- A law is something decided on by a government (federal, provincial, or municipal) that always carries a penalty for breaking it - usually a fine, a prison term, or both. If you are accused of breaking a law, you usually have to go to a court of some kind. City laws are usually called by-laws and are about things such as jaywalking or parking limits.

- A rule is something decided on by a private organization or an individual, such as a school rule or a club rule. There is often some consequence of breaking a rule, such as a small fine or a suspension. Another meaning of rule is a generally accepted idea of what is good and not good to do, such as in safety rules or Canada's Food Rules.

To clarify this difference, try a short quiz with the class. Divide the students into two teams. The teams can take turns answering questions or can compete for the chance to answer first by raising their hands. If one team can't answer, the other team can have a chance. Score 1 point for each correct answer and keep score on the board. Tell students to listen carefully to the whole question before answering.

- Joan did not declare all of her income on her income tax return last year. Did she break a rule or a law? (law)

- Mike was smoking in the hall at school and was sent to the principal's office. Did he break a rule or a law? (rule)

- Mr. Johnson parked in a "No Parking" zone and his car was towed away. Did he break a law or a rule? (law)

- Paul missed three hockey practices in a row. The coach suspended him for three games and fined him $1.00 per practice. Did Paul break a rule or a law? (rule)

- Margaret took her dog for a walk in the park, but didn't clean up after it. Did she break a rule or a law? (law)

- Peter crossed the street in the middle of the block. A police officer stopped him and gave him a ticket. Did Peter break a rule or a law? (law)

- Dave didn't wear his protective glasses at work one day and got a piece of glass in his eye. Did he break a law or a rule? (rule)

- Jean took some money from the cash register where she works; she intends to replace it on payday. Did she break a law or a rule? (law)

* Ask students the following questions.

- Why are there rules at work? Ask the students for ideas (e.g., safety, health, efficiency, good organization, preferences of management or employees).

- What are some examples of work rules? Ask the class for examples of the following types of rules.

Safety	- wearing special equipment or clothes - staying out of restricted areas - wiping up spills - don't use the elevator in a fire
Health	- smoking restrictions - use of masks (asbestos, fumes) - regular checkups (T.B., etc.)

Routines in the Workplace, Cont'd

Other
- staggered breaks
- use of locks on lockers
- wearing of uniforms
- punctuality, attendance
- union rules (e.g, layoffs by seniority)

- Why obey rules? Ask students for their ideas. For example,
  - there are unpleasant consequences if you don't (e.g., you might be injured or get sick; the boss might yell at you; you might lose pay, or be fined, suspended, or fired);
  - it helps to make things go smoothly at work;
  - it makes you a more valued employee.

* Hold up a series of health- and safety-related signs, and ask the class to tell you what they mean. Use both symbolic and written signs. This could be done by the 'team' method if the students seem fairly familiar with the signs. The following signs should be included.

EXIT
MEN
NO ENTRY
DANGER
WOMEN
NO SMOKING
CAUTION
CORROSIVE
WATCH YOUR STEP
HIGH VOLTAGE
EXPLOSIVE

Have students find an example of one (or more) of the above signs during break or before the next class.

Work Habits and Behaviors

* Ask the students what they think is meant by the phrase, "a good work attitude." Have them brainstorm a description of someone who has a good work attitude. Some of the attributes they might mention are

  - someone who follows the rules and regulations;
  - someone who is cheerful and pleasant to work with;
  - someone who is always willing to help others;
  - someone who is polite and thoughtful of others;
  - someone who appreciates and acts on suggestions;
  - someone who respects others' belongings, equipment, etc.;
  - someone who is always at work and always on time; and
  - someone who keeps busy all the time.

Work Habits and Behaviors, Cont'd

There are obviously many qualities of a good worker; these are only a few of them. However, they all relate either to how you do your work or how you get along with other people. You have to be able to do well in both areas, if you are going to get along on the job.

* Ask the group, "What kinds of things do people do at work?" Have them brainstorm a list of behaviors, which might include:

arrive on time
listen/talk to supervisor
fool around
sit and do nothing/daydream
laugh
give compliments
call someone names
tell lies
sleep
stay in the work area
work through distractions
work
do as supervisor asks
talk to co-workers
help/work with others
argue
ask for help
be rude
refuse to do as asked
yell
wander around
speak politely to others

Write down things as they are said, then review the list and, after each item ask, "Is this a good or a bad thing to do?" Discuss why or why not. Refer to respect whenever appropriate (e.g., when discussing rudeness or doing what the supervisor asks).

In a later class, have a short quiz based on this list of work-related behaviors. Tell students that you will read one of the behaviors from the list and give one person three seconds to say whether it is a good or a bad work habit. If the person doesn't answer in the time limit, the next person will have three seconds to respond; if the person answers (correctly or incorrectly), you will read another behavior from the list and ask the next person to respond. Explain that you will keep individual scores, giving +1 for a correct answer an -1 for an incorrect answer (to discourage students from guessing), and will give them their total score at the end of the exercise.

* Role-play the following situations. Videotape all the scenes and then review them consecutively. If possible, the instructor and an assistant should take part.

1. The boss gives instructions to two workers and leaves the room. Worker A keeps working; Worker B puts his or her feet up and takes a nap.

Which worker has a good attitude? Why?

2. Worker A suggests to Worker B a different way to do the task. Worker B scowls and says, "I like to do things MY way!"

   Does Worker B have a good work attitude? If he or she did, what would he or she have said and/or done?

3. Worker A asks Worker B for help with moving something heavy. Worker B says, "No way; that's not my job! Do it yourself."

   Does Worker B have a good attitude? What should he or she have said?

4. Worker A says to Worker B, "That new guy is a jerk; he's always early for work. What's he trying to do, make us look bad?" Worker B nods agreement.

   Who has the good work attitude: Worker A and B or the new guy? Why do you think so?

If students have other ideas for role-plays along this line, encourage them to go ahead and do them. They could do them in pairs or with you, and ask the class to guess "What's my attitude?"

* Ask the students: "Why is it better to have good work habits?"

- It makes work easier to do well.
- It makes the workplace quieter and less distracting.
- It makes work safer.
- It makes a good impression on visitors and customers; this may help in getting more work.

Read the following examples or role-play them with some of the students.

1. Mr. Jones came to the workshop to discuss having some contract work done there. He noticed several workers throwing contract supplies back and forth and dropping them on the floor. Do you think he will have his work done there?

Work Habits and Behaviors, Cont'd

2. Mary's supervisor asked her to switch to another job because it was a rush order that had to be finished that day. Mary refused and the job was delivered late. Was what she did good or bad for the workshop? Will they get that contract again?

3. Joe's group was very noisy one morning. His supervisor told him to correct some errors in his work, but Joe didn't hear her and the contract went out with mistakes in it. Will the workshop get that contract again?

4. Peter and Jack were talking about last night's hockey game and made a lot of mistakes in their work, which had to be fixed later that day. As a result, the order was late in being delivered to the customer. Their supervisor was upset with them. Why?

5. Mike didn't wear gloves when he was bagging plant fertilizer, even though his supervisor reminded him to. He had a small cut on his hand which got badly infected and he wasn't able to work for a week. Do you think Mike showed good work behavior?

6. Cathy and John got into an argument while they were working, and soon everyone around them started to join in. Their supervisor had to spend several minutes getting them all to be quiet and start working again. Did Cathy and John show good work behavior?

* Ask the group what they think the responsibilities of a boss are. Their answer might include the following.

- to tell you what to do
- to explain how to do your job
- to make sure you do your job right
- to let you know how you're doing on the job
- to make sure that working conditions are safe
- to have your paycheque ready on time
- to keep records on all employees
- to dismiss incompetent workers

Emphasize that the boss is just another person, like the workers, with a job to do and many responsibilities such as those already discussed. The boss sometimes has to do unpleasant things such as point out mistakes, dock people's pay, or fire someone.

* Discuss the fact that workers have responsibilities, too. What are some of them?

- to do a full day's work for a day's pay
- not to steal materials or equipment from work
- to handle work materials and equipment carefully
- to obey the company rules and policies
- to follow safety procedures
- to do what the boss asks, without complaining or arguing
- to tell the boss if there's a problem that can't be dealt with

Discuss these responsibilities as fully as is necessary to clarify their meaning for the students. The following examples will help the students realize some of the implications of what they have been discussing.

1. Jim is a construction worker. He always wears his hard hat and steel-toed boots while he's at work. He works hard at his job; sometimes he takes an extra-long lunch break so that he can have a short nap.

   What responsibilities of a worker does Jim take seriously? (safety regulations) Which ones does he not take seriously? (working a full day)

2. Ann works in a salmon cannery. She is always on time for work and is never late coming back from her breaks. Every few weeks she takes home a few cans of salmon to give to her mother. She doesn't think anyone at work will notice.

   What responsibilities of a worker does Ann take seriously? (works a full day) What responsibilities doesn't she take seriously? (steals products from work)

3. Michael washes dishes in an all-night restaurant and is a very fast worker. His boss told him that he can leave for the night as soon as he has washed six full loads of dishes. Michael is really rushing tonight so he can get to a late movie; so far he has broken 6 plates, 5 glasses, and 3 cups.

   What responsibility is Michael forgetting? (care with materials)

4. Dianne works in Laboratory A at the Miller Chemical Plant. The company rules prohibit smoking anywhere but in the lunchroom. Dianne has put out her cigarette and is leaving the lunchroom to return to work when her boss asks her to help out in Laboratory B. Dianne says, "I can't stand the smell in there. Couldn't you get someone else to help?"

   Which responsibility did Dianne remember? (follow rules) Which responsibility did she forget? (do as asked without complaining)

5. Joe and Brian work in a hardware store. They were unpacking a shipment of new tools and noticed that some were broken. They couldn't fix them, so Joe said, "Let's tell the boss about these broken ones." Brian said, "No, let's not. He'll think we broke them. Let's hide them behind the shelves and hope he doesn't find them."

   What responsibility did Joe remember and Brian forget? (tell the boss about problems you can't solve)

* Name several responsibilities of a boss and ask students to name the corresponding worker's responsibilities, such as:

- to tell you what to do (to do what the boss asks you to do);
- to explain your job to you (to ask if you're not sure);
- to make sure you do your job correctly (to follow instructions);
- to make sure working conditions are safe (to follow safety rules);
- to pay you on time (to work a full day for a day's pay).

* Ask students the following questions.

- If you are a very efficient dishwasher, but you spend a lot of your time fooling around and distracting other workers, will your boss be pleased?

- If you are well-liked by your co-workers, but you often sneak off to your locker for a drink of liquor, will be able to keep doing a good job for long?

- If you are often in a very bad mood at work and make no effort to control your feelings, will that help you to keep your job?

Work Habits and Behaviors, Cont'd

Explain that we are all different and no two people behave exactly alike, even twins; but there are certain behaviors that are generally acceptable at work, and there are some that are not acceptable.

* Have students brainstorm a list of different kinds of behavior that might be seen at work. Suggest that they think about all the things they have talked about and role-played in the course so far. Review the list and ask if each behavior is a good or bad way to behave at work.

What are some of the possible results of concentrating on good behavior at work?

- success at your job
- raises and/or bonuses
- promotions
- the respect and friendship of other workers
- the satisfaction of knowing you are a good worker

What are some possible results of bad behavior at work?

- lose pay
- get suspended or fired
- lose the respect of your boss and co-workers
- have difficulty finding another job

* Discuss the subject of alcohol and drugs at work. Why is it not a good idea to use alcohol or drugs at or before going to work?

- It creates a hazard to you and others; there is a greater chance of accidents happening.

- It causes poorer work performance; you can't do your best when you've had even a little alcohol or drugs.

- Their use is bad for your health.

- There are usually serious penalties for using drugs or alcohol at work.

- Even if you're not fired, you probably won't get a good reference from your boss if you quit.

Stress that using drugs or alcohol the night before work is no better; they still have a bad effect on your health and your work. It isn't hard for an employer to figure out when an employee is using sick days to recover from hangovers.

Ask, "What would you do if the use of drugs or alcohol was becoming a real problem for you?"

- Talk to your family, friends, or pastor.
- See your doctor.
- Go to a counsellor. (Mention some possible sources for this.)

* Discuss appropriate sexual behavior at work. Ask the class what they think is acceptable; if the group does not agree on some things, see if they can arrive at a consensus by discussing it among themselves with minimal intervention from you. As a guideline, they should consider the following questions.

- Is work a public or private place?
- What kinds of public sexual behavior make you feel uncomfortable?

A brief discussion of sexual harassment is also valuable at this point. Give some examples to help clarify, such as:

- when another person presses their body against yours and there is no valid reason to do it;

- when another person tries to make you go out with them or go to bed with them by threatening you in some way;

- when another person touches you anywhere on your body that you don't want them to.

Emphasize that it is very important to do something about sexual harassment. If they are not sure whether it is happening to them, they should talk to someone they trust right away and tell them what has happened. It never goes away if ignored.

* Ask the class to brainstorm a list of reasons for communicating at work. The reasons might include:

- to get instructions,
- to ask questions,
- to ask for assistance,

- to explain a problem,
- to point out a hazard or danger, and
- to explain how to do something.

* Have a short discussion on the following questions.

- What should you do if you don't know what you're supposed to do? (Ask the boss or supervisor; ask a co-worker; or look around for something to do.)

- If the boss has told you to do something and you didn't hear the instructions properly, what should you do? (Ask the boss to repeat what he or she said.)

- If the boss points out an error in your work, what should you say or do? (Acknowledge your error; correct it.)

- If you aren't sure you understand what the boss has asked you to do, what should you do? (Repeat the instruction, in your own words.)

- If you don't agree with an instruction your boss has given, or you think he or she is wrong, what should you do? (Try it the way the boss suggests; don't argue with the boss, especially in front of others; if you feel strongly about it, speak to your boss privately.)

* Videotape the following role-plays. Be sure that each student experiences both sides of the situations.

1. The boss is giving instructions to the worker. The worker interrupts several times to disagree, or questions the instruction.

2. Same as above, except the worker listens carefully and repeats instructions back to be sure he or she understands them.

3. The boss gives long, complicated instructions to the worker. The worker says, "Okay," and proceeds to try and follow the instructions, but fails.

4. Same as above, except the worker politely asks the boss to repeat the instructions more slowly. The worker then repeats them back to the boss.

5. The boss points out an error in an employee's work. The employee gets defensive and denies responsibility.

6. Same as above, except the employee acknowledges the mistake and fixes it right away.

7. The boss approaches the worker and praises him or her for good work. The worker acknowledges the praise.

8. Same as above, except the worker doesn't respond to the praise.

9. One worker asks another for help; the second worker refuses.

10. Same as above, except the second worker agrees to help.

11. The boss tells one worker to help another; helpee resists.

12. Same as above, except helpee accepts assistance.

Review the video after each role-play to give students an opportunity to discuss what happened and to make suggestions about how things could have been done differently. Point out personal goals if they relate to communication (e.g., eye contact, voice level, tone of voice).

* Show the class a film on communication. Any film of approximately 15 minutes length that provides clear examples of good and poor communication in work situations would be valuable; be sure to view the film once or twice yourself before using it in class to be sure you are familiar enough with it to lead a discussion.

Have students re-enact a few scenes from the film and explain the point of each scene.

* Have the group brainstorm examples of problems that might arise at work. List them and ask whether each is a small problem or a big problem. (Define a small problem as one that you can deal with yourself or with the help of a co-worker, and a big problem as one that you should go to the boss about.) Some examples might be:

Work Habits and Behaviors, Cont'd

Small:
- need supplies,
- need help lifting something,
- forgot where something is,
- can't find a piece of equipment,
- a very minor injury, such as a scratch, or
- a small spill.

Big:
- equipment breaking down,
- emergencies such as fire or serious injury,
- unsafe working conditions,
- supplies that need to be ordered, or
- you need to take some time off work.

When you have a problem that you can't deal with yourself and no one is available to help you immediately, what should you do? (Keep working at something else until someone can help you.) Don't just stand around waiting; for example, if the dishwasher you're operating has broken down and you've notified the boss and a repair person is one the way, what could you do in the meantime?

- clean up your work area
- mop the floor
- stack and put away the clean dishes
- wash pots and pans
- offer to help with other work until the machine is fixed

What are some things you can do to avoid having problems at work?

- Be observant; notice things before they cause you problems.
- Try to anticipate problems (e.g., get the supplies you'll need before you start a job; then, if you are going to need more supplies, you can do something about it right away, instead of getting halfway through and not being able to finish the job properly.)
- Be sure you understand what it is you're supposed to do; don't guess!
- Listen carefully to instructions; ask questions if the instructions are not perfectly clear.
- Be careful at all times.

* Have students role-play the following situations.

Work Habits and Behaviors, Cont'd

1. A worker has a minor problem (e.g., he or she can't find the cleaning solvent).

    a) The worker asks a co-worker where it is, listens carefully to directions, thanks the co-worker, and goes to find the cleaning solvent.
    b) The worker asks the boss where the cleaning solvent is. The boss is annoyed at the worker for bothering her with such a small problem.

2. A worker notices a major problem (e.g., a fire).

    a) The worker tries to put it out himself or herself but fails; finally, the boss notices and is very angry because the fire has caused a lot of damage.
    b) The worker notifies the boss immediately and follows his instructions.

3. A worker has a minor problem (e.g., he or she spills a small amount of liquid on the floor).

    a) The worker cleans it up immediately.
    b) The worker tells the boss; in the meantime, someone slips in the water and is injured.

4. A worker notices a major problem (e.g., a loose board on a step).

    a) The worker tells the boss immediately; the boss thanks the worker for bringing it to his or her attention, and has it fixed immediately.
    b) The worker tells a co-worker, but doesn't tell the boss; the boss falls on the step and is injured.

* Have the group brainstorm the kinds of problems they might have with other workers. They will be basically the same kinds of problems they have with people in other settings, such as in school or at social gatherings.

- being unfriendly or ignoring you
- wanting to argue all the time
- trying to take advantage of you
- having annoying habits
- lying to or about you
- stealing

Ask what they could do about people who are unfriendly or who are always trying to start an argument.

- Be polite and pleasant. Don't spend more time than necessary with people who are unfriendly or rude.

- If someone tries to start an argument, try changing the subject; if all else fails, politely excuse yourself and leave.

In what ways might people try to take advantage of you?

- borrow money frequently
- ask you to do things that are their job, not yours
- ask you to punch out for them if they leave early
- try to blame you for things that are their fault

Have the group brainstorm ways in which they could respond to the above situations; then, try them out in role-plays. Videotape the role-plays and have the group choose the ones they think were the most effective. You may have to provide some suggestions about more effective ways to deal with some situations; have the students role-play those too, so they can experience how to use them.

* What could you do if a co-worker has a habit that really bothers you?

- Politely explain that you find it very distracting and ask them to try not to do it around you.

- Offer to help if they aren't sure how to stop.

- It might be a good idea to ask the person if there is anything you do that they find distracting or annoying.

What if someone tells lies about you or steals something of yours?

- Talk to the person and ask them to return your property or take back what they have said about you.

- If this doesn't work or you are genuinely afraid of what the person might do, talk to your boss about the situation and ask him or her to do something.

The important rule to remember in dealing with problems with co-workers is that you should always talk first to the person with whom you are having the problem. Only if that doesn't work, should you talk to your boss about it. A worker who is always running to the boss to report trivial incidents will not be popular for long with either the boss or co-workers. What might happen then?

* If you have asked the boss to deal with a problem and you don't like the response, what should you do?

  - Follow through with the decision and give it a chance to work.

What might happen if you talk to customers or visitors about problems you are having at work?

- What you said may get back to the boss.
- Your boss may lose respect for you or trust in you.
- You could lose your job.

Who can you talk to about problems you are having at work?

- members of your family
- a counsellor
- a teacher
- a good friend who will not repeat what you say
- possibly a trusted co-worker (They might have a better understanding of the situation than others.)

* If you have a personal problem, who should you talk to about it?

  - Any of the above people, with the exception of the co-worker. It is generally not a good idea to discuss your personal problems with a co-worker, unless that person is also a good friend. Even then, it would be wise to talk about it outside of working hours, so that it doesn't interfere with work.

* Have students role-play the following situations. Before doing each one, ask: Is this a big or small problem? Who should you talk to about it? What would you say? What if that didn't work? You may have to take the role of the difficult co-worker to make sure the student has an opportunity to deal with a realistic problem situation. Don't make it too easy for them; this is one of the most difficult things they will encounter on the job, so give them some good experience.

Work Habits and Behaviors, Cont'd

1. A co-worker starts an argument with you at coffee break.
2. Someone who has often asked to borrow money from you and has been very slow to repay asks you to lend him $10.00.
3. A co-worker wants to leave early and asks you to punch out for her.
4. The person working beside you is constantly sniffing loudly.
5. You see someone closing your locker door and when you look in your locker, there is some money missing.
6. A co-worker has told the boss that you broke a floor polisher, when it was actually someone else's fault.
7. A co-worker asks you to bus his or her tables because he or she has to go out for a while and doesn't want the boss to know.
8. A co-worker seems very angry with you and you don't know why.
9. You and another worker have different ideas about how to divide the job between you.
10. You see another worker leaving with several rolls of toilet paper from the supply room stuffed under his coat.

* Ask the students to talk to someone who has a job, about the kinds of problems encountered, and how he or she has dealt with them. Tell them to be prepared to give an example in the next class.

Have students report their findings and discuss whether the problem was dealt with in a good way. Discuss other ways the problem could have been dealt with.

Guest Speakers; Field Trips

* Invite two guest speakers to speak to the class about their jobs. In choosing speakers, it is important to have people who work in a job or a field that is a realistic goal for at least some of the students in your class. Otherwise, the information will be of no practical use to them and may create frustration. Some examples might be:

- busboy or dishwasher,
- cleaner's or janitor's assistant,
- laundry worker,
- kitchen helper,
- mailroom assistant,
- stockroom assistant, and
- laboratory assistant.

Another useful speaker might be an employment counsellor who has experience in job placement with individuals who have mental handicaps. Such a speaker could give the students a broader look at the potential job market and some general guidelines for seeking employment.

Talk with guest speakers ahead of time to explain the purpose of the class and why you have asked them to speak to your students (to give them a realistic idea of a particular job in its day-to-day routine). They should be prepared to answer questions about their jobs.

Prior to introducing the guest speakers, give the class a brief background on the people who are going to speak to them. Then have the group brainstorm a list of questions they would like each person to answer about his or her job. Add any they miss that you think are important. The list should include:

- What are your duties?
- What is your work schedule like?
- What is the pay range?
- How often and how are you paid?
- What are the requirements for the job? (skills, temperament, clothing, hygiene, etc.)
- What training or education did you need to get the job?
- How did you find your job?

Have students choose one or two questions each to ask the speaker. Tell them to listen carefully because at the end of class, they will be summarizing what they have learned, and each student will be asked to repeat the information they received in answer to their questions.

Guest Speakers; Field Trips

Introduce the guest speaker, repeating the background information you previously gave the class. The speaker should then talk about his or her job for about fifteen minutes. Following this, have a question and answer session, where students can ask their assigned questions and any others that occur to them. Jot down the answers for discussion later.

At the end of the class, review what each guest speaker said and ask the students to repeat the answer they received to their questions. Then ask for any other information that they remember.

Have a short discussion about the two jobs they heard about today. What differences are there between them? What similarities? How do they compare in terms of pay? Work schedule? Requirements?

* Arrange a field trip to a job site. The visit should include:

- a brief orientation to the site,
- a tour of the work areas,
- a break (with some workers if possible), and
- a question-and-answer period with a supervisor.

Describe to the class the site to be visited and finalize travel arrangements. Explain what will happen when you get there. For example:

- You will introduce yourself to the person who will be giving the tour; then you want each student to introduce himself or herself.

- There will be a brief orientation followed by a tour, a break, and a chance to ask questions.

Explain that you will be modelling appropriate behavior, so if anyone is not sure what to do, they can watch you. Emphasize the importance of good manners, neat and clean appearance, being observant and quiet during the tour, and staying with the group at all times.

Guest Speakers; Field Trips, Cont'd

Assign students responsibility for finding out and bringing back to the group some specific information, such as

- kinds of work done;
- hours of work; shifts; break times;
- workers' clothing (uniforms, etc.);
- starting pay levels;
- benefits;
- safety signs/regulations;
- health signs/regulations; and
- other regulations.

At the end of the visit, before leaving the site if possible, have the students share the information they have gathered during the visit. In this way, they can go and check if they have missed something.

PEER TRAINER SKILLS

Peer trainer skills are those skills that will enable handicapped individuals to participate in the teaching and supervision of other, more severely handicapped individuals. Many of the required skills (e.g., good work habits and behaviors) were covered in other skills areas; the topics in this area relate to skills that are unique to a peer training environment and include

Roles and Responsibilities - the duties of a peer trainer; the importance of good work habits, etc. in a peer training situation.

Communication - ways of communicating (e.g., verbally, using gestures, sign language); prompts and praise.

Materials Needed

The materials used in the Teaching Strategies include

- a video recorder, camera, and monitor; and
- a training tape. (See the end of this section for suggestions.)

Peer Training Program

Peer training programs have been found to be very successful in sheltered workshop settings. The use of peer trainers in these settings

- provides those workers with an opportunity to take on a higher level of responsibility, which increases their own positive self-concept; and, at the the same time
- meets the needs of more severely handicapped workers who require more attention and supervision than is possible in many sheltered workshops.

Potential peer trainers are suggested by the workshop staff, assessed jointly by the instructor and a workshop staff member, and selected on the basis of their work habits, interpersonal skills, and interest in being a peer trainer. **Assessment and selection should be based on the Skills List from Work Settings.**

Peer Training Program, Cont'd

A course is developed by combining the teaching of peer-trainer skills with any others in which the students require training. Skills and performance objectives are written into Learning Contracts, specific to each student.

For a peer training program to work, it is essential that the workshop staff fully support it, as they will be responsible for it once the training period is over. An initial meeting with all workshop staff is essential to clarify the functions of peer trainers and explain the training program.

At least one member of the workshop staff is designated to take an active part in the peer training program. During the program, this person assists in the classroom as needed, and with the supervision of practicums. After the course is over, this person takes responsibility for the peer-trainer schedule and the on-going supervision of peer trainers, and requests consultation and/or refresher courses as needed.

The instructor, in addition to giving classroom instruction, functions as the practicum supervisor, modelling training techniques and giving students feedback on their peformance.

The most important part of the peer training program is the practicum, as the skills needed by peer trainers are learned more effectively on the job than in the classroom. The practicum schedule can be set up in any way that is suited to the students, instructor, and workshop staff, and that allows each student at least two practicum sessions per week. These are videotaped and reviewed during classes to give students an opportunity to observe their own performance and receive feedback from other students as well as the instructor. Practicums are also arranged so that each peer trainer has an opportunity to work with several different individuals and to assist with all parts of the workshop routine.

Guidelines on the Use of Peer Trainers

1. Peer trainers are trained to work under supervision; they are not meant to be a replacement for a supervisor. They are therefore not left to work alone with their assigned worker.

2. Peer trainers work for periods of 30 to 45 minutes at a time, depending on the individuals concerned. They then return to their regular work for an equal amount of time before their next assignment.

Guidelines on the Use of Peer Trainers, Cont'd

3. Peer trainers are only assigned to work with an individual after appropriate strategies have been developed and they have been able to observe a supervisor working with the individual.

4. Peer trainers are withdrawn immediately if their assigned worker exhibits aggressive or non-compliant behavior; supervisors deal with such situations.

5. It is preferable to have a schedule for peer trainers so that they know when they will be expected to work.

6. Peer trainers need regular feedback on their performance and an opportunity to voice their concerns.

Peer Trainer Skills List

Roles and Responsibilities

- follow individual program when training worker
- ensure that worker is doing assigned task
- demonstrate effective ways of keeping worker on task
- make sure that work area is well-organized and supplies are readily available
- anticipate running out of work, and take appropriate steps
- note errors and have worker correct them
- deal with inappropriate behavior according to staff instructions
- contact supervisor if a problem arises that the trainer cannot solve

Communication

- speak distinctly
- speak politely
- use appropriate tone of voice
- use appropriate level of voice
- give clear directions
- communicate in the worker's mode (e.g., sign language)
- use respectful language about and to worker
- give positive feedback to worker when appropriate

Peer Trainer Skills Assessment

	Roles and Responsibilities	Yes	No
1.	You should only have to show your worker how to do something once.	( )	( )
2.	When your worker is working well you can talk to your friends.	( )	( )
3.	Your worker has to be a friend of yours.	( )	( )
4.	You are your worker's boss.	( )	( )
5.	You can touch your worker to help him or her to work.	( )	( )
6.	Trainers should do what their supervisor tells them.	( )	( )
7.	Your worker might copy the things you do.	( )	( )
8.	If your worker cannot do a task, you should tell the supervisor.	( )	( )
9.	Trainers are more important than workers.	( )	( )
10.	If you don't like your worker, you should tell your supervisor.	( )	( )
11.	If your worker doesn't get much work done, you should do some of it so that he or she doesn't get into trouble.	( )	( )
12.	You should make sure your worker gets to the work area on time.	( )	( )
13.	You can talk to your worker during breaks.	( )	( )
14.	You can wear any kind of clothes to work.	( )	( )
15.	If friends that don't work at your workshop ask what your worker's name is, you should tell them.	( )	( )

Communication		Yes	No
1.	If your worker does well, you should praise him or her.	( )	( )
2.	If your worker hits you, you should hit back.	( )	( )
3.	If your worker is not working, you should yell at him or her.	( )	( )
4.	If your worker makes a mistake, you should point out the mistake and have the worker fix it.	( )	( )
5.	If someone laughs at your worker, you should laugh, too.	( )	( )

Teaching Strategies

Roles and Responsibilities

* Ask the students to brainstorm the duties of a peer trainer. Some things that may be mentioned are

- get work supplies,
- work on a task with someone else,
- show someone where they are supposed to work,
- help someone with their locker,
- show someone how to get coffee,
- introduce a person to other workers,
- check work for mistakes,
- show someone how to correct their mistakes, and
- help someone to keep working, by reminding that person if he or she stops, or by working steadily themselves.

If not all of these are mentioned by students, try to elicit them by:

- asking questions (e.g., "What would you do if the person you were assigned to help was sitting with no work in front of him or her?"); and,

- using role-plays (e.g., Stand near the door; look around as if you don't know where to go and say, "Show me what you would do if I were someone you were assigned to help at the workshop." The student should come over and show you to a seat in the group.)

When all items have been discussed, summarize what a peer trainer does, by explaining that a peer trainer is someone who is assigned to help certain other workers who cannot yet function completely on their own in the workshop. The kind of help needed will be different with every person; some will need a lot of help, others only a little.

* Discuss the following example of a peer trainer job description.

1. Provide a good role model for work and social behaviors.

2. Communicate with worker in his or her preferred mode (speech, sign language, Blissymbols).

Roles and Responsibilities, Cont'd

3. Assist assigned worker in daily routines such as:

   - opening locker, putting away belongings, closing locker
   - participating in coffee break and lunch break
   - preparation for departure (i.e., putting on coat, waiting for ride, etc.)

4. Escort worker to and from workplace as needed.

5. Work with assigned worker under the direction of the supervisor.

6. Check quality of work and give feedback to worker.

7. Assist worker to maintain a constant rate of work by modelling and use of prompts.

8. Ensure that sufficient work supplies are available and organized in the way most suited to the worker.

9. Respond to behaviors of the worker according to his or her program or the supervisor's instructions.

10. Attend individual program plan meetings of assigned worker.

* Ask students why they think it is important for peer trainers to know the following.

- the role and responsibilities of a peer trainer (so that they will know what they should and should not do)

- good work habits and behaviors (so that the people they are assigned to help will be able to see how they are expected to behave by watching their peer trainer)

- respect for others (This is very important, because if they do not have respect for the person they are assigned to help, that person will not learn well from them. Ask how they feel when someone bosses them around or makes fun of them, and remind them that other people feel that way too.)

- communication: verbal and non-verbal (so that they can be as clear as possible when giving instructions and making requests of the person they are working with)

Roles and Responsibilities, Cont'd

- using prompts and praise (to learn when and how to use these tools in the way that is most effective)
- dealing with feelings (to understand what to do when they feel angry or frustrated while trying to help someone else)

* Review the following responsibilities of a peer trainer.

- show respect for yourself and others
- model good work habits
- take direction from your supervisor about who you work with and when
- look after the needs of your worker (e.g., comfort, work materials)
- give clear instructions to your worker
- use the training techniques from the person's Training Strategy Sheet, as directed by your supervisor

* Introduce the concept of modelling by asking students if anyone can give an example of a model. Examples would be such things as a model train, car, boat, or plane; a scale model of a building, such as you sometimes see when a building project is being planned; and a fashion model, such as someone who models clothes in catalogues or in fashion shows.

From these examples, try to have the group come up with a definition of a model (e.g., a thing or person that shows us how something is supposed to look or work). When they seem clear about this, introduce the idea that a peer trainer is a model worker. Ask the following questions.

- What do you think a model worker is? (one who shows others how to be good workers by being one himself or herself)
- What kind of work habits does a model worker have? (good work habits)

- As a peer trainer, why is it important to model good work habits? (so that others will see how they should behave)

If there is enough time, show some segments from the training tape that illustrate how behaviors are imitated by others. Use questions such as the following to help the students understand the example.

- What did the trainer do?
- What did the worker do? Why?
- What should the trainer have done?

In order to look at everything that is happening in a vignette, it is usually helpful to tell the students to watch for one thing at a time, such as modelling, and restrict the discussion to that. Then, the vignette can be replayed in order to discuss another aspect of training, such as body language.

When students suggest an alternative to what they have seen on the screen, have them role-play their idea to try it out.

* Ask students if they ever feel angry or frustrated while training their workers. Tell them that this is quite a normal response, but that it is important to learn to control these feelings during training. Showing feelings of anger and frustration will not help their workers to learn; in fact, it may have the opposite effect.

Ask students to think of some things they could do when they feel angry or frustrated while training their workers, such as the following.

- Count to 10.
- Take a few deep breaths.
- Try to think of a solution to the problem.
- Take a short break.
- Talk to your supervisor.

Remind students that it is alright to talk about problems they are having during training, in class or with their supervisor, but not with others.

Communication

- Pick a student who is not overly sensitive and say something sharply to him or her, such as, "Quit slouching and sit up straight!"

  Then, explain that you were demonstrating something and ask the student how he or she felt when you spoke that way. The student will probably say he or she was nervous, afraid, upset, or angry. Ask the other students if they have ever been spoken to that way and how it made them feel. If necessary, use some examples to get them started (e.g., "Has a teacher ever yelled at you?" or "Did a friend ever make fun of you?").

  Say, to the student you spoke sharply to, "I'd like you to sit up straight in class, please." Ask him or her if that felt different from the first way you spoke. What was different about it? Have the other students contribute their ideas as well.

  The concept you are leading them towards is respect for another person. Use the feelings they describe to help them see that the difference between the two ways of speaking is basically that the first did not show respect for the person and the second did. Some questions you could use are

  - Do you speak to your mother or father that way?

  - What would happen if you spoke like that to your supervisor at work?

  - If you were introduced to the Prime Minister, would you talk to him that way?

  - If you were approached by a police officer and you spoke to her or her that way, what do you think would happen?

  Point out that the people in the examples above are all people who are in positions of some power or authority over us. Are they the only kind of people we should respect? What about our friends and co-workers? What about people we don't know, such as passengers on a bus or shoppers in a store? What about someone who can't talk or walk, or who can't go to the bathroom on their own? Why should we respect them? (Because we are all human beings and citizens with equal rights and we deserve the same basic respect, no matter how capable or helpless we are.)

Respect, then, means more than just being polite to people who have more power or authority than we do. It is something we should give to everyone, even those who seem to be less capable than we are. In fact, it is especially important to respect such people because very often they do not get the respect they deserve.

What is a simple definition of respect? See if the group can come up with their own; if they do, write it down and read it back to them. One definition that can be used is: 'respect is being polite and treating the other person as you would like to be treated.'

Ask the students why they think you have spent so much time talking about respect. If they don't know the reason, ask them why they are taking this course (to learn how to be a peer trainer), and explain that the first responsibility of a peer trainer is to behave in a respectful way towards everyone at work, including yourself, your co-workers, and your supervisors.

How do you show respect for yourself?

- by taking care of your personal appearance (clean body and clothes; wearing appropriate clothes)
- by doing your work as well as you can

How do you show respect for your co-workers?

- by being polite to them
- by being helpful and co-operative

How do you show respect for your supervisor?

- by doing what he or she asks you to do, promptly and without arguing
- by speaking politely to him or her

Besides the reasons already discussed for respecting people, is there another reason? Give another example, such as saying to one of the students, in a bossy way, "Go over there and sit down!" Then say, "Would you please go and sit on the green chair?" Ask the student which request they would be more likely to go along with (the second), and explain that this is another reason to speak respectfully to people: it makes them feel good about themselves and you, and this makes it much easier to work together.

Communication, Cont'd

* Tell students that, in training their worker, it is important to give the worker feedback on how he or she is doing (in the same way that you will give the students feedback on the success of their role as peer trainers).

Remind them that, when giving feedback, it is important to

- make positive comments first, and
- make suggestions for improvement, rather than negative comments.

Discuss the importance of praising good behavior. Ask students how it makes them feel when someone praises them for something they have done. (It makes them feel good.) Explain that people are more likely to repeat a behavior when they have been praised for it, because everyone likes to feel good about themselves. Encourage students to praise their workers whenever possible.

* Place a chair in the middle of the circle and ask one of the students to indicate to you that he or she would like you to sit in it. If the student tells you to sit in the chair, look puzzled, but do not move towards the chair; wait to see if the student tries another kind of prompt. If not, ask another student to try; someone may think of pointing to the chair. Get up, but do not move over to the chair. Eventually someone may think to take your arm and guide you to the chair. If the class does not come up with ideas on their own, give some hints such as: "What would you do if I couldn't hear?" or "What would you do if I couldn't see?"

When all three kinds of prompts have been demonstrated, ask the students what they did. (talk, point, and touch)

Have each student direct another student to the chair, using one of the kinds of prompts. Then, ask them to name the one they used.

Replay the training tape, pausing at each prompt and asking the class to identify what kind it is.

Ask various students to give each other directions, using the three types of prompts. Have each person name the kind of prompt they use.

Communication, Cont'd

* Ask if anyone knows how to say something using only their hands. If no one does, give some examples such as:

    - hitchhiking (crooked thumb),
    - O.K. (thumb and forefinger forming a circle), or
    - sshh! (forefinger to lips),

  and ask students what you are saying. Then, see if they can think of any other signs.

  Ask if they have ever seen anyone who could only talk by using their hands. Why do they think the person did that? (can't speak clearly, or at all) Explain that there is a whole language called Sign Language that people can use to talk to each other.

  As peer trainers, they may be asked to work with someone who uses signs to talk. It would, therefore, be very helpful if they knew a few of the basic signs so that they could understand the person and talk to them.

* Demonstrate the signs for 'coffee' and 'break' and see if anyone can figure out what they mean. Then, explain what the signs mean and have each student practise doing them together to form the phrase 'coffee break'. Use sign language to tell the class when it is time to go for their coffee break.

  When students return from break, ask them to say the phrase 'coffee break' to you in sign language. To avoid unintentional prompting, ask all students to turn their backs to you, then have them turn to face you, one at a time, and sign to you.

* Teach the following signs to the students and have them practise for a few minutes.

    work
    toilet
    thank you
    help
    good
    sorry
    more
    please
    happy

  Then, do a short quiz (using a team format if you prefer). Explain that the person who wishes to answer must put up his or her hand and when you have acknowledged them, they should 'sign' the answer. If they are doing well, introduce some phrases such as:

Communication, Cont'd

- More work.
- Help, please.
- Good work. Thank you.

* Restrict the number of signs taught in each class according to the abilities of your students. Have students practise the new signs and then have a quiz, emphasizing the new words, but also incorporating the signs taught previously.

  Have students practise sign language by giving you a signed message, and by giving a signed message to another student and having the second student reply in sign language. Also, encourage students to practise their sign language during break; model this by doing so yourself.

  Periodically, conduct a thorough review of the signs taught to-date, using a game, such as charades. Write words and short phrases on pieces of paper and divide the class into two teams. A player from one team chooses a piece of paper and then has to sign the word or phrase to the rest of the team. You serve as timekeeper and keep track of the total time it takes each team to 'decode' the message. Have the class suggest an appropriate prize for the winning team.

* The following signs can also be taught. These, as well as the others mentioned previously, have been found to be useful in a variety of sheltered work settings. They can, of course, be added to or deleted to suit the conditions in which peer trainers will be working.

eat
apple
lunch
time
key
bus
coat
happy
go

drink
orange
table
good morning
good afternoon
home
finished
window
excuse me

water
tea
fridge
open
locker
wait
stop
come
fine

Training Tape

The following are suggested role-play situations for use on a training tape.

1. Trainer demonstrates to worker how to do a one-step task. Worker has difficulty; self-abuses. Trainer says sharply, "No! That's wrong." Worker gets up and leaves.

2. Same as above except trainer responds to self-abuse by redirecting worker to the task, saying calmly, "Try again." Worker returns to the task.

3. Worker not working; trainer gives a verbal prompt to work. Worker does not respond. Trainer points to work; worker begins to work.

4. Worker is waving fingers in front of face. Trainer points to task; no response. Trainer guides worker hand to task; worker begins to work.

5. Worker appears distracted, restless. There is work on the table but it is out of reach. Trainer moves work closer; worker begins to work.

6. Worker working steadily. Trainer starts to chat with another person. Worker stops working and turns around to listen.

7. Worker has trouble with a task. The person next to him or her laughs; trainer laughs too and says, "What a dummy, eh?"

8. Same as above, except trainer ignores laughter and prompts the worker by saying, "Let's try that again."

9. Worker is laughing, playing with work materials, ignoring trainer's prompts. Trainer hits worker; worker gets very upset.

10. Worker same as above. Trainer withdraws work materials for a few seconds; when worker is quieter, asks the worker if he or she is ready to work. Returns work materials to worker.

11. Trainer keeps repeating the same instruction. Worker doesn't respond.

12. Same as above, except trainer tries several kinds of prompts. Worker responds to one and begins to work.

HOME SETTINGS

Adults with mental handicaps, whether they live with varying degrees of support from their families or in their own homes, often are not aware of the many potential dangers that exist in that environment. The following materials were developed to provide training in this area. The topics covered include

Home Security and General Safety

Fire and Electrical Safety

First Aid and Health

Kitchen Skills

The materials consist of a description of pre-training preparation; suggestions for the administration of the Skills Assessment; some notes of teaching sessions and instructional techniques; a Skills List, Skills Assessment, and sample Learning Contract; and teaching strategies for each of the skill areas.

The sample Learning Contract includes those skills that the student did not demonstrate during the assessment and that seem to be the most important skills for the individual to learn, at the time. Instruction would focus on these skills for this student.

The skills can be taught on a one-to-one basis or in small groups; in the latter case, the group moves from house to house so that each student has an opportunity to demonstrate his or her skills and learn new ones in the setting in which they will be used. The Skills Assessments are performed individually in each student's home.

Preparations for Teaching

To be a success, this type of program requires the support and co-operation of a number of people. It is essential, therefore, to meet with the potential student(s), their support persons (e.g., life skills workers) if they have any, and room-mates or family members with whom they live. The purpose of the meeting is to familiarize everyone concerned with the content of the course and the procedures that will be used to teach it.

The most important point to emphasize is that instruction takes place in the student's home. This means that specific areas of the home must be available for two to three hours at a time on specified days during the course. It is helpful to hand out a copy of the training schedule. Ideally, the student and instructor would have the home to themselves for the Skills Assessment, which may help the student feel less distracted and inhibited. During teaching sessions however, it is sometimes advantageous to have room-mates or family nearby, to refresh their knowledge of safety procedures and ensure that they are familiar with new teaching strategies that appear to work well for the student.

Another major point is that training is done using a 'hands-on' approach. Students will be practising normal household cleaning and maintenance procedures, and this is difficult if the home is in spotless condition. Ask room-mates or family members to plan cleaning of a particular area to coincide with the corresponding training session (e.g., to leave the cleaning of the kitchen for the session[s] on "Keeping the Kitchen Clean," or, to leave cleaning out the fridge for the "Keeping Food Fresh" session[s]).

Some people may feel uncomfortable about allowing you to look in their cupboards; ask them to view it as a learning experience for the student rather than a test of their housekeeping. Go through the Skills Assessment, Skills List, and training schedule with the room-mates and family members so they will know when you will be in the home, the areas you will be in, and what you will be doing. When arranging dates and times for the individual Skills Assessments, allow approximately three hours for each one if the entire assessment is to be given.

Check local safety and health facilities for relevant pamphlets, films, and pictures to use during training sessions and/or leave with the student for reference. If possible, arrange for presentations from local services such as the police, fire department, etc. (They are more likely to provide these for a small group than for an individual student.) Before the presentation, speak to the presenter about topics (give them an outline of the specific skills the students are working on) and vocabulary (ask them to use vocabulary the students will understand; e.g., 'fire' rather than 'combustion'), and ask that they include as many practice exercises as possible.

Administration of the Skills Assessment

The Skills Assessment is lengthy and requires a fair amount of preparation, as it tests the student's knowledge of a wide range of safety procedures through on-site demonstration in actual and simulated situations. The assessment should be read carefully by the instructor before being administered. There are a large number of skills being assessed and familiarity with the skills and the order in which they are presented is necessary in order for the assessment to be of value. Any skills that are irrelevant for a particular student can be removed from the assessment.

Before beginning the assessment, ask students some sample questions, since some students may have difficulty with the phrasing of some questions. For example, if a student has a problem with the question, "What is your name?" you could rephrase the question: "Your name is ________." Allow time to alter questions on the assessment, as appropriate.

Some of the items included in the assessment require that you teach as you assess. For example, if the student attempts to clean up the broken glass in an unsafe way, use the opportunity to teach the proper way and avoid any unsafe actions. In this case, while the assessment will show that the student does not have the particular skill being assessed, it may be acquired during the testing or subsequent instruction. Other examples of skills that may need to be taught in part or whole during the test, to ensure safety, are: cleaning a hot spill from the stove; removing a hot item from the oven; and, using cleaning products independently of each other.

The level of prompting given during the assessment depends entirely on the student. In most cases, it is suggested that the instructor, after setting up a situation, wait to see how the student responds. If there is no response or an incorrect one, the instructor can either provide prompts, or indicate that the student does not appear to have the skill at the time of assessment and wait to teach it during the course.

The Skills Assessment suggests situations in which a particular skill may be assessed. To avoid confusing the student, some skills are assessed by verbally requesting a demonstration rather than spontaneously, in an arranged situation. For example, to state that there has been a robbery and then ask the student to simulate a phone call to the police may serve to confuse the student and cause undue anxiety over the safety of the student's belongings.

The Skills List may be used to keep track of the skills the student demonstrates during the assessment, or the responses may be marked on the actual assessment and then transferred to the Skills List to get a condensed and organized look at the student's skills and areas of need. The Skills List can also be used if the instructor wants to make anecdotal notes regarding the skills.

During the assessment, it may be necessary to identify the level of prompting (if any) required by the student to perform a particular skill. If students who live in supervised settings are able to demonstrate skills with verbal prompts, this may be considered an acceptable level of achievement. If the student will be performing the skills unsupervised (e.g., the student is living alone), it is imperative that he or she be able to perform the skills independently. For ease of recording, the following key is used.

I - skill performed independently (completely and safely)

V - verbal prompting or instruction is required for complete and/or safe performance of the skill

N - skill not performed, or performed incompletely and/or unsafely.

Training Sessions

Training sessions require a fair amount of planning. Depending on the skills required by the student, the instructor may be able to arrange scenarios in which skills are covered in a natural or spontaneous way. Scenerios do not have to be confined to any one skill area -- they may include skills from several skill areas. Also, many of the skills are not exclusive to one area; they are listed under a particular heading as a means of organization and classification only. These skills should be applied to a variety of appropriate settings; for example, the skills listed under Keeping the Kitchen Clean can be applied to all areas of the home.

Some of the strategies suggested in this material require that the instructor be dramatic in certain situations, to lend a sense of realism and urgency. Familiarity with the material will help the instructor to achieve this.

Whenever possible, the student should be given an opportunity to guide you through exercises, answers to questions, demonstration of skills, etc. For example, attempt to do something incorrectly and then ask: "Is it okay to do this?", "Am I doing this right?", or "Could you show me how to do this?" When the student is demonstrating or correcting you, say something like: "Why are you doing it that way?" If the student has difficulty explaining why he or she is doing something, try supplying the answer by saying, for example, "Do you do that because . . . ?" and give the student the opportunity to agree or disagree. This strategy is most useful once the student has knowledge of a particular skill and you want to confirm that knowledge.

The assessment and teaching strategies contain terms that may be confusing to some students. It is hoped that the student will benefit from exposure to some of this terminology (e.g., when hearing the term 'food poisoning' associated with a particular food, the student will refrain from buying or using the product until he or she hears that it is safe to do so). Some alternative choices of wording that may be helpful are

- sterilize: kill germs on people,
- disinfect: kill germs around the house,
- corrosive: need to wear rubber gloves,
- flammable: catches fire easily; keep away from flames and heat,
- explosive: blows up,
- poisonous: if swallowed, can make you very sick or kill you.

When introducing new terms, try having the student repeat a word to you; use open-closure sentences whenever possible (e.g., the word that means killing germs is ______________); or, have the student make associations (e.g., you use rubber gloves when using a corrosive product).

It is important to remember that, in most instances, it is the student's actions that are important. For example, it may not be important that the student know that he or she is 'disinfecting the garbage can', as long as it is done when necessary; and, it is not important that the student know the meaning of terms such as 'corrosive', as long as he or she uses such products safely.

Home Settings Skills List

Home Security

- only admit people who can be identified
- use intercom to screen visitors
- use peephole to screen visitors
- refrain from giving personal information to strangers at the door or over the telephone
- lock doors and windows when leaving home
- draw curtains and blinds when leaving home and when changing
- take mail and papers in before leaving home
- hide spare key (if necessary) in safe place
- mark all valuables with an engraver
- follow correct procedure after a simulated robbery

General Safety

- use skid-proof mats on tile and smooth-surface floors
- use a skid-proof mat or rubber disks in the bathtub
- keep traffic areas clear
- identify the following warning symbols on products found in the home and use the products appropriately:
  - corrosive
  - explosive
  - flammable
  - poison
- dispose of aerosol cans in non-pressurized garbage containers
- put sharp objects (e.g., razor blades) in proper receptacle before disposing of them
- use cleaning products independently of each other
- keep cleaning products, medication, and sharp objects out of the reach of children
- use a chair or small step-ladder to reach objects in high places

Fire Safety

- demonstrate the use of a fire extinguisher
- place smoke detector in central area of the home
- correctly demonstrate the ability to deal with the following simulated emergencies:
  - grease fire in a pan
  - fire in the oven
  - home filled with smoke
  - home on fire

Fire Safety, Cont'd

- respond to a smoke alarm or simulated fire alarm by evacuating the building
- refrain from using elevators during a fire drill
- ensure that cigarettes, when finished, are thoroughly extinguished
- refrain from using aerosol cans around open flames, or while smoking

Electrical Safety

- demonstrate care in the placement and use of space heaters
- repair or have serviced any appliances that have frayed cords or that give slight shocks
- keep extension cords out of traffic areas
- use extension cords of the same thickness as the appliance with which it is being used
- unplug appliances when not in use
- unplug appliances by pulling on the plug head rather than the cord
- unplug appliances before immersing in water
- use electrical appliances away from water
- dry hands before using electrical appliances
- use only the number of appliances that the outlet allows

First Aid and Health

- demonstrate the correct procedure for dealing with the following simulated injuries/situations:
  - small object in eye
  - scratched eye surface
  - small cut
  - severe cut
  - blood poisoning
  - slight burn
  - severe burn
  - swallowed poison
  - choking
  - seizure
- demonstrate the ability to call an ambulance or the Poison Control Centre and relay the relevant information in a simulated emergency situation
- identify germs as a source of infection
- identify dirt as a source of germs
- identify that an antiseptic is used to kill germs

First Aid and Health, Cont'd

- name/indicate one antiseptic found in the home
- demonstrate the use of an antiseptic to sterilize a simulated injury
- identify the symptoms of a simulated illness
- describe the effects on health of tobacco, alcohol, aspirin, and marijuana

Kitchen Skills

Kitchen Safety

- handle knives appropriately:
  - cut small food items with a small knife
  - cut large food items with a large knife
  - cut food at an angle directed away from body
  - pick up and pass knives by the handle
- handle hot foods and utensils appropriately:
  - stir hot liquids with a long-handled spoon
  - hold pot handles while stirring
  - turn pot handles away from edge of stove
  - pick up hot items with pot holders
  - pull out oven rack before removing hot dishes from oven
  - place hot dishes on heat-resistent pad or rack
  - remove lids from hot dishes/pots/pans at an angle facing away from self
- attend to food while it is cooking
- turn stove and oven off immediately after use
- face kettle spout away from traffic areas

Keeping the Kitchen Clean

- disinfectants:
  - name/indicate one disinfectant found in the home
  - define disinfectant as germ-killing agent
  - use disinfectant in appropriate places
- clean kitchen surfaces appropriately:
  - keep all surfaces free of food particles
  - clean spills thoroughly and immediately
  - clean stove-top after each use
  - clean walls around garbage and stove regularly
  - clean oven as needed
  - name/indicate one oven cleaner
  - rinse dish-drying rack after each use
  - clean cutting board thoroughly after each use
- use liquid soap to wash dishes
- store dishes in cupboards

Kitchen Skills, Cont'd

- identify germs/bacteria as cause of food spoilage and illness
- while preparing or handling food:
  - wash hands
  - turn head away from food to cough or sneeze
  - refrain from smoking
  - keep hair out of the way
- empty garbage when full or odorous

Keeping Food Fresh

- identify fresh and spoiled foods:
  - identify spoiled foods by smell and color
  - buy and dispose of foods according to expiration dates, when applicable
  - throw out cans with swollen lids
- store appropriate foods in the cupboard, fridge, and freezer
- store leftovers appropriately:
  - store leftovers as soon as meal is finished
  - cover leftovers with plastic wrap or place in airtight containers before refrigerating
  - remove contents from opened tin cans and place in safe containers for storage
- handle frozen foods appropriately:
  - thaw frozen foods in the refrigerator
  - cook previously frozen foods before refreezing
- identify symptoms of food poisoning
- verbally associate the words 'botulism' and 'salmonella' with food poisoning

Home Settings Skills Assessment

Read this assessment carefully before beginning. Delete any parts that are inappropriate for your student(s). Be sure to obtain any materials needed, prior to the assessment. Note that while most questions are to be asked directly of students, some are instructions to be followed by the student(s).

Home Security

The materials required for this part of the assessment are

- papers and junk mail to leave outside the student's door, and
- someone to telephone during the assessment and attempt to get personal information from the student.

Upon arriving at the student's home, check for the following and circle the appropriate level.

1. Show me how you screen visitors before opening the door.

The student:

uses the peephole,	I	V	N
asks who is there (via an intercom or at the door).	I	V	N

2. The student only admits people he or she can identify.	I	V	N

3. Show me what you do each time you leave your home. (If there is no paper or mail outside, use the material you brought.)

locks doors and windows	I	V	N
draws curtains	I	V	N
brings in paper/mail	I	V	N

other: ______________________________

4. Show me where you hide your spare key.

Student:

indicates safe place	I	V	N
gave a spare key to someone (e.g., building manager)	I	V	N

Tell the student you are going to unplug the telephone for a few minutes so that you can role-play a telephone call; you will play the role of a dispatcher at the police station.

Home Security, Cont'd

5. Show me how you would call the police if you realized that you had been robbed.

Student:

accurately dials the police	I	V	N
relays relevant information	I	V	N

6. Show me what you would do to protect your valuables.

document all valuables	I	V	N
mark all valuables with an engraver	I	V	N

7. When the pre-arranged telephone call comes in, does the student refrain from giving personal information over the phone?

Yes ( ) No ( ) Comment: ______________________________

General Safety

The materials required for this part of the assessment are

- access to a bathroom,
- containers of common household products that show symbols for poison, flammable, corrosive, and explosive (have at least two samples for each symbol),
- an aerosol can,
- an electrical appliance (e.g., a hairdryer or a radio), and
- two liquid cleaning products.

Place a can with a warning label in a high place for use later.

1. What do you put in the bathtub so that you won't slip? ______________________ (a rubber bath mat or rubber disks)

2. What kind of mat do you use on your bathroom floor or on other tiled floors? __________________ (one with a rubber backing)

General Safety, Cont'd

While in the bathroom, note the location of the electrical outlet, pick up the electrical appliance (e.g., hair dryer), and ask the student the following question.

3. Is it okay if I plug the hair dryer in here? _______(no)

4. Is it okay to mix these together? __________________(no)

5. Show me some things in the bathroom that you would keep out of the reach of children.

   Student should indicate medicines, cleaning products, razor blades, etc. I V N

6. Is it okay if I smoke while I use this aerosol can? _________________________ (No, it might blow up.)

Leave the bathroom, pick up some books, etc. and spread them out on a stair (or at the entrance to a room, if there is no staircase).

7. Is it okay if I leave these here while we continue. _________________________ (No, someone might trip on them.)

Go to the area where you earlier put the can with the warning symbol, in a high place.

8. I need that can (bottle). Could you get it for me please?

   Student uses a chair or small step-ladder, rather than climbing on counter. I V N

Take out the containers with the symbol for 'poison' on them.

9. The symbol on this can means ______________. (poison)

10. The word 'poison' means _________________ (something that will make you sick or kill you if you get it in your mouth or swallow it).

11. Show me another poison. (If the student is not familiar with the word poison, say, "Show me something else that could make you sick or kill you if you swallow it.")

    Student indicates a common household poison. I V N

General Safety, Cont'd

Take out the containers with the symbol for 'flammable' on them.

12. Tell me what this symbol means. ____________ (flammable)

13. The word 'flammable' means __________________ (catches fire easily).

14. Show me another container with something flammable (or, something that catches fire easily) in it.

    Student indicates another flammable product. I V N

15. If something catches fire easily, you should keep it away from __________________ (heat and fire).

Take out the containers with the 'explosive' symbol on them.

16. Tell me what this symbol means. ____________ (explosive)

17. The word 'explosive' means _________________ (can blow up).

18. There are some things you should never do with a container that has this symbol on it; can you tell me what they are?

    Student responds:
    keep away from heat or fire, I V N
    keep away from pressure (e.g., a trash compactor). I V N

19. Show me another container that has this symbol (explosive) on it.

    Student indicates another explosive product. I V N

Take out the containers with the 'corrosive' symbol on them.

20. Tell me what this symbol means. ________________________ (corrosive)

21. The word 'corrosive' means ____________________ (can burn skin and damage surfaces).

22. When you use a product like this, you should wear ______. (gloves)

General Safety, Cont'd

23. Show me something else that has this symbol on it.

Student indicates another corrosive product. I V N

Fire Safety

The materials required for this part of the assessment are

- access to a stove/oven,
- a frying pan with a snug-fitting lid, and
- an electric heater (if one is used in the home).

Put a small amount of water in the frying pan, place the pan on an element, and turn the element on low.

1. Show me what you would do if there was a fire in the frying pan.

Student:
puts the lid on the pan, I V N
turns the burner off. I V N

2. Show me what you have in your home to warn you of smoke or fire.

Student indicates a smoke alarm, placed in one of the recommended locations. I V N

Turn the oven on low.

3. Show me what you would do if something in the oven caught fire.

Student:
keeps the door closed, I V N
turns the oven off. I V N

Tell the student you are going to unplug the telephone for a few minutes to role-play an emergency telephone call.

Fire Safety, Cont'd

4. Show me what you would do if there was a fire in the kitchen that was too big for you to put out.

Student:
exits the home/goes to neighbors, I V N
accurately dials the fire department, I V N
relays relevant information. I V N

5. Show me how you would leave this apartment if it was filled with smoke.

Student crawls to the door. I V N

6. Show me two ways that you could leave this home if there was a fire.

Student indicates planned escape routes. I V N

7. Show me how you would check a door to see if there might be a fire on the other side.

Student uses back of hand to feel door and door knob. I V N

If there is an electric heater being used in the home, unplug it and bring it into the area you are working in for the following question.

8. Show me where you would put this heater if you wanted to keep warm while you were sitting here.

Student places it in a safe spot, away from combustible materials. I V N

If the student lives in a building with an elevator, ask the following question.

9. Show me how you would get downstairs in case of a fire.

Student uses stairs, not elevator. I V N

Electrical Safety

The materials required for this part of the assessment are

- a blown fuse of equal amperage to one used in the fusebox,
- an indoor extension cord in good condition,
- an indoor extension cord that is damaged or frayed, and
- a variety of electrical appliances.

1. Before using electrical appliances, you should always make sure that your hands are ________________. (dry)
2. You should never use electrical appliances, like your television or radio, near ________________. (water)
3. If an appliance gives you a slight shock, you should ________________________. (stop using it and get it repaired)

Excuse yourself and replace a good fuse with a blown one, or flip a switch on the breaker panel to the off position to cut off power to the room in which you are assessing.

4. Show me how to make the power come back on in this room.

   Student:
   locates the fusebox/breaker panel. I V N
   replaces fuse with one of equal amperage, or I V N
   resets the appropriate switch. I V N

Present the student with a damaged extension cord.

5. Is anything the matter with this extension cord?

   Student indicates the damage to the cord. I V N

6. Is it okay to use this cord?

   Student responds that it is not. I V N

Electrical Safety, Cont'd

Bring out an extension cord and an appliance such as a radio. Situate yourself some distance from the nearest electrical outlet.

7. Use this extension cord to plug in the radio.

   Student places extension cord out of the way of traffic areas. I V N

8. Show me how many of these can be safely plugged in here.

   Student indicates the same number of appliances as there are outlets in the wall. I V N

9. Show me how you unplug an electrical appliance.

   Student grasps the plug head, not the cord. I V N

First Aid and Health

The materials required for this part of the assessment are:

- access to a sink,
- a clean bandage or cloth,
- a band-aid or similar product,
- an antiseptic (e.g., alcohol, Dettol),
- some aspirin tablets, and
- lipstick or a red marker.

1. Show me what you should do if you burn your finger with a match.

   Student runs cold water over it. I V N

2. Show me what you would do if you burn yourself badly and the area turns white and blisters.

   Student:
   wraps area in clean bandage/cloth, I V N
   seeks medical attention. I V N

First Aid and Health, Cont'd

3. If you let a cut get dirty, it can get ________________. (infected)

Using the lipstick or red marker, put a small red mark on the student's hand.

4. Show me what you should do if you get a small cut on your hand like this.

clean the cut,	I	V	N
disinfect it,	I	V	N
bandage it.	I	V	N

5. Show me what you should do if you get a deep cut in your leg.

Student:			
applies pressure,	I	V	N
seeks medical attention.	I	V	N

6. If there is a red line on your skin that starts at a cut or sore, you need to ________________ (see a doctor) because you might have ________________ (blood poisoning).

7. If someone swallowed poison, you should ________________. (phone an ambulance or poison control centre immediately, and, try to determine what the person swallowed)

8. I am going to pretend to choke. Show me what you would do if I was choking. (Start by coughing; then hold your throat, without making a noise). Student refrains from helping when you cough. When you stop making noise, student demonstrates:

Heimlich manoeuver ('hug' method).	I	V	N

9. Show me what you would do if you got something in your eye. Students demonstrates:

waterbath method,	I	V	N
tissue method,	I	V	N
other safe method.	I	V	N

10. If your eye still hurts or you cannot remove the object, you should ________________. (call the doctor)

First Aid and Health, Cont'd

11. I am going to pretend to have a seizure. Show me what you would do if I had a seizure.

Student:
stays calm, I V N
removes obstacles/dangers, I V N
waits for seizure to end. I V N

12. You can tell that someone is sick when they ____________. (have a temperature, have an upset stomach, feel cold, throw up, are unusually pale)

13. What causes infections and makes people sick? __________ (germs)

14. You use an antiseptic to kill _______________. (germs)

15. Show me an antiseptic. (If the student doesn't know the meaning of the word 'antiseptic', word the question: Show me what you would use to kill germs in a small cut.)

Student identifies an antiseptic. I V N

16. You can tell that a cut or sore is infected because it is ________________. (red, puffy, swollen, emitting pus)

17. If you drink too much alochol, you can _________________.
(get sick, get a headache, throw up)

18. If you drink alcohol too often, you can _________________.
(get addicted; you might not be able to stop)

19. How old do you need to be to buy alcohol in British Columbia? _______________ (19)

20. Tell me about some of the bad things about smoking cigarettes. (It can cause cancer; it is unhealthy; it stains your fingers and teeth; it bothers people who don't smoke; it is expensive; if you are not careful with lit cigarettes or matches, you can start a fire.)

Student responds appropriately I V N

21. Two drugs that you can buy at the drugstore are _________ and _______________. (aspirin, cough medicine, etc.)

22. Two drugs that are illegal to use are __________________ and _________________. (marijuana, cocaine, etc.)

First Aid and Health, Cont'd

23. Do you know what marijuana or a 'joint' is? (an illegal drug) ____________

24. Show me what you do if you have a headache.

nothing	I	V	N
rest or lay down	I	V	N
take an off-the-shelf drug (e.g., aspirin)	I	V	N

other: ____

Tell the student you are going to unplug the telephone to role-play an emergency telephone call.

25. Show me how you would phone for help in an emergency.

Student:

dials correct number,	I	V	N
relays relevant information.	I	V	N

Safety in the Kitchen

The materials required for this part of the assessment are

- a selection of knives, including a large knife and a paring knife,
- a selection of spoons, including a long-handled spoon and a teaspoon,
- a large food item (e.g., a potato),
- a small food item (e.g., green beans),
- a saucepan with a lid,
- access to a stovetop,
- access to an oven (Turn the oven on a 'low' setting upon arrival at the student's home.),
- an oven-proof dish,
- oven mitts,
- some broken glass, and
- gloves, a dustpan, and a vacuum cleaner.

Safety in the Kitchen, Cont'd

Upon arrival at the student's home, turn the oven on a low setting; put a small amount of water in the casserole dish and place the dish in the oven.

1. Show me which knife you would use to cut a potato.

   Student chooses the larger knife. I V N

2. Show me which knife you would use to cut green beans.

   Student chooses the paring knife. I V N

3. Show me how you would peel this potato.

   Student cuts at an angle away from body. I V N

4. Pass me that large knife.

   Student:
   holds the knife by the handle, I V N
   turns the blade away from instructor. I V N

5. Show me which spoon you would use to stir a pot of hot soup.

   Student selects long-handled spoon. I V N

6. Take the hot dish out of the oven; we won't be using the oven anymore.

   Student:
   uses oven mitts, I V N
   opens oven door and pulls rack out, I V N
   carefully takes dish out and places it on a heat-resistant surface, I V N
   turns the oven off. I V N

7. Would you put some water in a saucepan, put the saucepan on one of the front elements, and turn the element to 'high'.

   Student:
   places saucepan with handle facing away from edge of stove, I V N
   attends to saucepan while element is on. I V N

Safety in the Kitchen, Cont'd

8. When the water has boiled, take the lid off the saucepan.

Student removes lid at an angle to
direct steam away from face. I V N

Spill a small amount of the boiling water onto the stovetop.

9. Show me how you would clean up this spill.

Student:
turns element off, I V N
waits for spill to cool before
attempting to wipe up the spill. I V N

Place some broken glass on the floor.

10. Show me how you pick up broken glass.

Student:
puts on gloves before touching glass, I V N
uses dustpan and vacuum, I V N
wipes the area with a damp cloth, I V N
places glass in container before
putting glass in the garbage. I V N

Cleanliness in the Kitchen

The materials required for this part of the assessment are

- a saucepan, and
- a long-handled spoon.

Stand near the stove and place a saucepan and a long-handled spoon on a cool element.

1. Pretend you are cooking something, and show me what you would do if you had to sneeze or cough.

Student:
turns head away from stove, I V N
covers mouth, I V N
washes hands. I V N

Cleanliness in the Kitchen, Cont'd

If the student smokes, ask the following question.

2. When you are cooking, you should keep your cigarettes ______________. (out; away from food)

If the student has long hair, ask the following question.

3. Show me what you do with your hair while you are cooking.

   Student ties hair back or out of the way. I V N

4. A disinfectant is used to kill _______________. (germs)

5. Show me a disinfectant.

   Student indicates a common disinfectant. I V N

6. Show me where you would use a disinfectant to clean in the kitchen. (If the student doesn't know the meaning of the word 'disinfectant', say, "Show me where you need to kill germs in the kitchen.")

   Student indicates areas (e.g., walls around garbage container, container itself, sinks, etc.). I V N

7. What makes food go bad and makes people sick? __________ (germs)

8. We try to keep bugs, dust, and mice out of the kitchen because they can carry ______________. (germs)

9. Bugs and mice come into the kitchen to get ____________. (food)

10. It is important to wipe up spills and crumbs, and to put leftovers away because ________________________________. (they will attract bugs and mice that carry germs)

11. Garbage should be emptied when ________________________. (it is full, or before it starts to smell bad)

12. Show me two places where the walls in the kitchen can get really dirty: ___________________ and ________________. (stove and garbage)

Cleanliness in the Kitchen, Cont'd

13. Show me how you clean your cutting board.

Student:
pulls cutting board out of its slot, I V N
cleans thoroughly, especially the cracks. I V N

14. Where do you keep dishes to prevent them from getting dusty? ____________________ (cupboard)

15. Show me what you use to wash the dishes.

Student indicates dish soap. I V N

16. How do you make sure that dishes used by a sick person get really clean? ________________________ (use extra hot and soapy water)

17. Show me what you do after you finish washing and drying the dishes.

Student:
rinses off the drying rack, I V N
wipes the counter. I V N

18. Show me what you use to clean your oven.

Student indicates common oven cleaner I V N

While in the kitchen, student checks that the:
- oven is clean, I V N
- counters are clean and crumb-free. I V N

Keeping Food Fresh

The materials required for this part of the assessment are

- some spoiled food items (e.g., an over-ripe tomato, mouldy bread, sour milk),
- fresh items of the same types used above,
- some containers with expiry dates on them; on one of the containers, the expiry date should be in the past,
- a can with a swollen lid, and
- a can of soup or fruit that can be opened and partially consumed during the assessment.

Keeping Food Fresh, Cont'd

Place the spoiled and fresh food in front of the student.

1. Show me which of these foods are spoiled.

   Student indicates spoiled foods. I V N

2. Where do you keep cheese and eggs? ______________________ (the fridge)

3. Where do you keep meat that you aren't going to eat for a few weeks? ____________________ (the freezer)

4. Where do you keep milk? ____________________ (the fridge)

5. Where do you keep crackers and bread? ___________________ (the cupboard or breadbox)

Place several containers with expiry dates in front of the student. One of the dates should be an expired date.

6. Show me which of these is not fresh.

   Student:
   examines expiry dates, I V N
   chooses correct container. I V N

7. Where would you thaw meat? _________________ (the fridge)

8. If I want to put thawed meat back in the freezer, what do I have to do with it first? _______________ (cook it)

9. If you eat food that has gone bad, you can get _________. (sick, food poisoning, cramps, diarrhea)

10. The words 'salmonella' and 'botulism' are used when talking about ________________. (food poisoning, bad food)

11. If you hear the words 'salmonella' or 'botulism' associated with a certain kind of food, what should you do? ______________________________ (stop buying the product until it has been announced safe; check for the product in your cupboards and return it to the store or throw it away, for safety)

Suggest that a can of soup or fruit be opened and served. Place the can with the swollen lid in front of the student.

Keeping Food Fresh, Cont'd

12. Is it okay to eat what's in this can? ____________________
(no; student should indicate that the can should be discarded)

Have the student open the fresh can and serve some of the contents.

13. Show me what you will do with the rest of the fruit.

Student:
removes it from the can and puts it
in a storage container, I V N
puts the container in the fridge. I V N

14. It is important to cover food and keep it in the fridge because ______________________. (it prevents germs)

Learning Contract

NAME:

REFERRING AGENCY:

LONG TERM GOAL: To Maintain Safety in the Home

SHORT-TERM GOAL #1: Home Security

Performance Objectives: In own residence, student will demonstrate the following skills:

- lock doors and windows when leaving home
- follow correct procedure after a simulated robbery
- admit people only he or she can identify

independently on 3 consecutive opportunities.

SHORT-TERM GOAL #2: General Safety

Performance Objectives: In own residence, student will demonstrate the following skills:

- keep halls and stairs clear
- identify the following four basic warning symbols on products found in his or her home:
  - poison, corrosive, explosive, flammable

independently on 3 consecutive opportunities.

SHORT-TERM GOAL #3: Fire Safety

Performance Objectives: In own residence, student will demonstrate the following skills:

- respond to smoke alarm or simulated fire alarm by evacuating building
- refrain from using elevators during a fire drill
- ensure that all cigarettes are extinguished thoroughly once finished
- demonstrate the ability to deal with a simulated grease fire in a pan

independently on 3 consecutive opportunities.

SHORT-TERM GOAL #4: Electrical Safety

Performance Objectives: In own residence, student will demonstrate the following skills:

- demonstrate ability to change fuses
- use only the number of appliances an outlet allows

independently on 3 consecutive opportunities.

SHORT-TERM GOAL #5: First Aid and Health

Performance Objectives: In own residence, student will demonstrate the following skills:

- demonstrate/indicate the correct procedure for dealing with the following simulated injuries/situations:
  - slight cut, severe burn, severe cut, choking
- demonstrate the use of an antiseptic when asked to sterilize a simulated injury

independently on 3 consecutive opportunities.

SHORT-TERM GOAL #6: Safety in the Kitchen

Performance Objectives: In own residence, student will demonstrate the following skills:

- stir hot liquids with a long-handled spoon
- face kettle spout away from traffic areas

independently on 3 consecutive opportunities.

SHORT-TERM GOAL #7: Keeping the Kitchen Clean

Performance Objectives: In own residence, student will demonstrate the following skills:

- refrain from smoking while preparing or handling food
- name/indicate one disinfectant
- clean cutting board thoroughly after each use

independently on 3 consecutive opportunities.

SHORT-TERM GOAL #8: Keeping Food Fresh

Performance Objectives: In own residence, student will demonstrate the following skills:

- identify spoiled foods by smell and color
- store leftovers as soon as meal is finished

independently on 3 consecutive opportunities.

TRAINER: ______________________________

STARTING DATE: ____________ PROPOSED COMPLETION DATE: ____________

DAYS AND TIMES: ____________ NUMBER OF HOURS PER DAY: ________

STUDENT RATIO: ____________ TRANSPORTATION: ____________

LOCATION OF TRAINING: ______________________________

AUTHORIZATION FOR TRAINING (agency person): ____________

LONG-TERM GOAL TO BE IMPLEMENTED BY: ____________

PROGRAM SUPERVISOR: ______________________________

______________________ ______________________
(Student) (Support Person)

Teaching Strategies

Home Security

- Upon arrival at the student's home, ring the intercom (if there is one) or knock on the door and say, "Hi, it's ______, can you let me in please?" Use a name that the student does not know. If the student does not answer or asks for further information without opening the door, say, "I forgot my keys; can you just open the door for me?" Attempt to get personal information, such as how many people are home. If the student does not open the door, return approximately five minutes later. Ring the intercom and give the student your correct name.

  After gaining entry to the building (if an apartment), knock on the student's door without identifying yourself. If the student opens the door wide to allow you access without identifying you first, stop and say, "How did you know it was me at your door?" Tell the student that it is easy for strangers to get to the door and that it is important to check who is outside the door before opening it. If the student has a peephole, a doorchain, or a window, show them how to use it to identify the caller before opening the door. If there is no peephole, chain, or window, have the student call through the door, "Who is it?" and then, once the person has identified himself or herself as a person the student knows, open the door slightly to confirm the identification of the caller. Make the student aware of the possible consequences of not following these procedures (e.g., robbery or attack). Recommend that the student acquire either a door chain or a peephole.

  Go back outside and come to the student's home again, ensuring that he or she identifies you before allowing you access to the building/home.

  If the student is having trouble determining who strangers are, try using some of the strategies from the Human Awareness segment in Classroom-Based Training.

- Plan to run several errands during teaching time (e.g., to the store to check expiry dates if doing food freshness, to the police station to borrow an engraver, etc.). Each time you leave the home, ensure that the student picks up any papers, mail, flyer, etc. that are outside the door and might indicate that no one is home. You may want to deposit some papers when you arrive to give the student more opportunities to perform this skill.

Home Security, Cont'd

- As you prepare to leave the home, have the student draw the curtains or pull the blinds so that household valuables are not visible. Other times that the windows should be covered are when the student is home alone or is changing clothes. Ensure that the student knows that at night, when the lights are on, people can see into the home even though those inside can't see out, so it is a good idea to keep the windows covered then, too.

- As the student is drawing the curtains, etc., have the student check that the windows are locked. Special locks are recommended for sliding doors (in addition to the clip-type handle closing). If the student does not have this type of lock, stop at a hardware store and look at the types available, or ask about them at the police station when you visit to pick up the engraver.

- Before you leave the area of the home (or upon returning), ask the student to show you how he or she would get in if they lost or forgot their key. If the student lives in an apartment, he or she should indicate that the manager could open the door; have the student show you how to contact the manager if needed. If the student lives in a house, he or she should indicate that there is a spare key hidden in an unlikely place and/or that a neighbor has one. Show the student places where people usually hide their keys (mailboxes, on top of door frames, under doormats); tell the student that it is not a good idea to leave keys in these places as a thief would check there for them. There are many interesting products on the market designed specifically to hide keys. You may want to point out some of these in a hardware store. If you are going to be looking at locks, doorchains, or peepholes, you could investigate them all on the same trip.

- If the student does not have valuables marked, borrow an engraver and do it together. Police stations have engravers that they will lend, and they also have information on home security. The police may supply you with forms for recording descriptions and serial numbers of valuables.

  Try to have a few questions planned for the visit to the police station. If there is a small group going to visit, the police may be able to give you a short presentation on home security if they are notified in advance. Most police stations have a division called the 'Crime Prevention Unit,' which deals specifically with public awareness of crime prevention and is available to give advice in this area.

* Have the student practise dealing with a robbery by role-playing an emergency telephone call to the police. Use the following procedure for Emergency Telephone Calls. Let the student know that if the house has been broken into, they should call the police from a telephone outside the home, in case the thief is still inside.

Emergency Telephone Calls

The following procedure should be used for all types of emergency telephone calls -- to the police, fire department, ambulance service, or Poison Control Centre.

Unplug the telephone and have the student dial the appropriate number. Role-play the dispatcher receiving the call. The student should tell you the type of emergency (robbery, fire, etc.), his or her name, address, and telephone number; whether or not it is an emergency (e.g., whether the robbery is in progress or has already taken place). Use prompts as necessary and encourage the student to speak slowly and clearly. Remember to plug the phone in again when you have finished the role-play.

Tell the student that, if possible after making an emergency call, it is a good idea to have someone wait outside the home to flag down the emergency vehicle; this will help them find the home more quickly. If the student lives in a house, check that the house numbers are clearly visible; if not, recommend that they be made so.

Be sure to remind the student that calls to the emergency lines of any of the emergency services should not be made unless there is a real emergency, such as a fire, accident, or robbery. Let the student know that if non-emergency or false-alarm calls are made, the emergency vehicle may be delayed in getting to the scene of a real emergency.

Emergency telephone stickers are available from the telephone company and emergency service agencies (police, fire department, etc.). Ensure that the student has an emergency sticker placed on or near the telephone, listing all emergency telephone numbers. The sticker should also show the student's address and telephone number as these are often forgotten in an emergency. Also, show the student where these numbers are listed in the telephone book (inside the front cover).

Home Security, Cont'd

Emergency Telephone Calls, Cont'd

If the student cannot dial and/or speak on the phone, contact the telephone company to enquire about 'emergency button' services, whereby emergency assistance can be summoned by pushing a single button. The telephone company may also be able to offer advice on recording emergency messages, whereby the student would dial the appropriate number and play the recorded message.

General Safety

* If there are floor mats on smooth surfaces in the home, step on one and pretend to slip. Stop and ask the student how it happened. If the student does not identify the mat as the cause of the slip, indicate it to them. Ask if the student can think of something that might be safer to use in that location. If a mat with a rubber back is available, place it on the floor beside the one that slides and have the student push on both. Ask which one is safer. Indicate that you could have hurt yourself by falling, or that, if you were carrying something, you could have dropped it and broken it. Have the student find a safe, non-skid suface where the mat that slides would be useful. Suggest places where the student might obtain a non-skid mat and include an outing to purchase one if necessary.

* The same type of procedure can be followed in the bathroom. Indicate how slippery the bottom of the bathtub can be, especially once soap is added, and how you might hurt yourself if you fall. Putting a small amount of soapy water in the sink or tub and having the student rub their hand along the bottom may help to make the point seem more relevant and/or concrete. If the student does not use a rubber mat or disks, plan a trip to a store where the student can see the type of mat or disks you are talking about. If the student purchases either of these products, demonstrate how it is used.

* Place some books or papers on a staircase or in an area of a room where people walk. Ask the student if it is okay to leave these here. Explain the importance of keeping these areas clear and free of objects that might cause people to stumble or fall.

General Safety, Cont'd

- Ask the student to get you an object that is in a high place. Ensure that the student stands on something safe (e.g., a chair or a small step-ladder) while getting the item.

- Show the students a variety of products with warning symbols on them. Ask the student to tell you the word symbolized, the meaning of the symbol, and the safety precautions and storage requirements that should be used for each. Students should understand the meaning of the following symbols.

  Poison: Products with this symbol, if swallowed, can make you very sick or kill you. People must be very careful when using products marked with this symbol, and avoid getting the product on their hands or in their mouths. Suggest the use of rubber gloves when using poisonous products and emphasize the necessity of washing your hands after using a poisonous substance. Ensure that the student has the telephone number of the Poison Control Centre listed on the 'emergency telephone number sticker' on the telephone.

  Flammable: Products with this symbol catch fire easily. They should be used and stored away from sources of flame (matches, gas stoves, etc.) and heat (electric heaters, bright lights, sunlight, etc.).

  Explosive: Products with this symbol can blow up if not carefully used. They should be used and stored away from sources of flame and heat, and should not be discarded into pressurized garbage containers.

  Corrosive: Products with this symbol can burn your skin and damage some surfaces. Rubber gloves should be worn when using these products, and care should be taken that the product is only used on surfaces specified as 'safe' by the manufacturer. Remind students to wash the rubber gloves before removing them to ensure that any of the product on the glove doesn't touch exposed skin.

  Have students demonstrate the correct use of products with each of the four warning symbols on them.

- Emphasize that it is very important not to mix products together (e.g., cleaning products). Some products, when mixed, can form a poisonous gas.

General Safety, Cont'd

* Bring some sharp objects such as old razor blades or broken glass and ask the student to discard them. If the student attempts to touch the objects with bare hands or in an unsafe way, demonstrate the correct way and then have the student repeat the procedure. If the student attempts to throw the sharp object(s) straight into a garbage bag, stop and explain what can happen if you grab a garbage bag with broken glass or razor blades, etc. in it. Demonstrate how easily the bag is pierced. Have the student find a container to place the sharp objects in before discarding them (an old sour-cream or ice-cream tub works well, as does a tin can).

* Have the student indicate to you all of the products that should be kept out of the reach of children and describe the reasons for doing so. If any are missed, indicate them and describe the potential danger; be sure to point out any warning symbols. Ask the student to show you where they could put the items to keep them out of a child's reach. Ask them to prepare for a visit from a friend with a child on another occasion.

Fire Safety

* Contact the local Fire Department for information and advice on the teaching of fire safety and fire prevention.

  If teaching a group of students, try to arrange a presentation on fire safety by someone from the Fire Department (most areas have a Fire Prevention Officer who provides this kind of service). Ask this person to demonstrate the use of fire extinguishers and, if possible, arrange that students have an opportunity to practise using fire extinguishers.

  A local firehall may be willing to give a presentation at the firehall (on the understanding that it may be interrupted by a fire alarm).

* If teaching an individual student, arrange to borrow a fire extinguisher for demonstration purposes.

* Explain the importance of having a smoke detector in the home. Smoke detectors react to excess smoke or fumes and thereby provide warning of an impending fire, often before flames are visible. This is particularly important when we are sleeping because, at this time, we are not as aware of smoke and/or fumes.

* Role-play a situation in the kitchen where there is a grease fire in a pan. Have the student demonstrate what he or she would do in this situation. Explain the importance of:

    - covering the pan with a lid or another pan (to cut off the oxygen that is necessary for fire to burn);
    - turning the element off (to cut off the heat and allow the grease, etc. to cool); and
    - not moving the pan (to prevent the grease from spilling and thereby spreading the fire). Using a cold, empty pan, show the student what could happen if they tried to move the pan. Pick it up and pretend that it burns your hand, causing you to drop the pan or spill some of the contents. Ask the student what would happen in this case. (The fire would spread.)

  Emphasize the importance of never using water to extinguish a grease fire. Adding water to hot or flaming grease causes the grease to spatter, which will burn your skin as well as allow the fire to spread. In addition, pans containing hot grease should always be allowed to cool before disposing of the grease and washing the pan.

* Role-play a situation where there is a fire in the oven. Ensure that students understand that, once again, it is important to:

    - keep the oven door closed (to cut off the oxygen); and
    - turn the oven off (to cut off the heat).

* Role-play a situation where the student discovers that the house/apartment is filled with smoke. Explain that smoke rises; therefore, it is important to stay as close to the floor as possible. Covering your mouth (with a wet cloth, if possible) will also prevent you from breathing in too much smoke. Have the student role-play crawling to the door, covering his or her mouth with a hand or a cloth, to escape the smoke.

* Role-play a situation where there is a fire in the home and it is necessary to leave the home. Emphasize the importance of:

    - leaving the house as quickly as possible;
    - feeling the door and doorknob before opening a door (to determine if there is fire on the other side of the door);
    - closing doors behind you, if possible, to retard the spread of the fire; and

Fire Safety, Cont'd

- telephoning the Fire Department only **after** you have left the house/apartment/building. (See the procedure for Emergency Telephone Calls under Home Security.)

Role-play this situation in several areas of the house. One role-play might include having the student pretending to be sleeping in the bedroom when the smoke alarm sounds. Help the student plan fire escape routes from each room in the house/apartment.

If the student lives in an apartment building that has an elevator, be sure to stress that, when there is a fire, you should always use the stairs and not the elevator.

* If the student smokes, note whether he or she ensures that cigarettes are thoroughly extinguished when finished. Go over the safety rules for smoking, such as:

- never smoke in bed;
- never smoke if you are very tired;
- ensure that a lit cigarette is placed well into the ashtray, to prevent it from falling out;
- check that your guests have put their cigarettes out properly; and
- always make sure that cigarette butts are out before discarding them.

* Ask the student if it is okay to light a match, use a lighter, or smoke while spraying something from an aerosol can. Ask if it is okay to spray near another flame source, such as a gas stove. Emphasize that this should never be done.

Explain that if the flame ignites the spray, it will look something like a flamethrower. Also, if the flame or heat gets too close to the can, the can might explode.

Ensure that the student recognizes the symbols for 'flammable' and 'explosive'. If he or she doesn't, see the General Safety Skills area for further strategies.

Electrical Safety

When teaching skills in this area, you will need to have available several electrical appliances, some extension cords of varied thickness, and one extension cord that is frayed or damaged.

* Have nearby electrical outlets filled and then ask the student to plug in another appliance. If the student uses an extension cord and attempts to overload the circuit, explain that there should be only one appliance per outlet in the wall. This set-up may work better if the teaching session is taking place at a mealtime, when some of the appliances are in use.

Show the student what can happen if a circuit is overloaded. Excuse yourself, and replace a good fuse with a burned-out fuse, or flip a switch in the breaker panel. Ask the student to identify the cause of the power failure and fix it. The student should:

- check to see if there is power in other parts of the house;
- if there is power, recognize that a fuse has blown or a breaker switch has been tripped;
- check for an overloaded circuit in the room where the power failure occurred, and unplug excess appliances; and
- replace the burned-out fuse with a fuse of equal amperage (practise matching numbers, if necessary), or reset the breaker switch.

Explain to students that overloading an outlet can not only result in a burned-out fuse, but can also cause a fire.

* Hand the student the damaged electrical cord and ask if it is okay to use the cord. If the student does not recognize the damage, point it out and explain that it is dangerous because it is a fire hazard and can give a shock. It should be repaired or thrown away, as should all appliances that are damaged or that have damaged cords. If the student does not appear to understand what a shock is, describe the feel of it as a bad sting - one that can kill you if there is enough power in the line. Keep the damaged cord and ask the student to use it in later sessions to see if they identify the damage and refrain from using the cord.

Electrical Safety, Cont'd

* Give the student several extension cords of varied thicknesses and ask him or her to use one of them to plug in an appliance. Ensure that the student understands the importance of using a cord of the same thickness as the cord on the appliance. Explain that power runs through the cord and that the thickness of the cord regulates the amount of power it can handle safely. Using an extension cord that is thinner than the cord on the appliance can result in damage to the cord and/or the appliance, shock to the person plugging in the cord, and/or a fire.

* Situate yourself some distance from the nearest outlet and ask the student to use an extension cord to plug in an appliance. If the cord is left across a traffic area, get up and pretend to trip over the cord. Point out that you could have injured yourself and also, that if the appliance was an electric heater or electric frypan, a fire could have been started.

* Ask the student to plug in an appliance that radiates heat. Note where the student places the appliance. Point out that nearby items could catch fire if they are too close to the heat source.

* Grasp the cord of an appliance that you have been using and prepare to pull it out of the outlet. Ask the student if this is the correct way to unplug things. Have the student show you the correct way (grasping the plug head rather than the cord).

* Plan to use an electrical appliance that will need to be washed. Watch carefully to see if the student unplugs it before washing it. If not, emphasize that an electrical appliance should never be put in water unless it has been unplugged.

  In later sessions, hold a plugged-in appliance and ask the student if it is okay to wash it or if there is anything you have to do before washing it. If the student say's it's okay, ask, "Do I have to unplug it first?" as a prompt. Have the student unplug it for you.

* Emphasize that anything electrical must be used away from water and only with dry hands. Arrange particular situations and have the student tell you whether or not the right thing has been done. For example, ask the student to bring a radio (or hair dryer) into the bathroom while you are running a sink full of water, and ask if it is okay to plug it in. Plan examples near all water sources in the home.

First Aid and Health

Prior to teaching skills from this section, the instructor should consult a first-aid instructor at a local health facility for a proper demonstration of first-aid procedures (e.g., how to help a choking person) and for pamphlets and other first-aid information. Some procedures can cause injuries if administered incorrectly.

* Upon entering the student's home, say, "Oh, I just got something in my eye." and put your hand up to your eye. If the student either indicates an incorrect approach or does nothing, ask for a tissue and show the student how to roll a section of it into a point and use it to lift an object out of the eye. Do this in front of a mirror and show the student how to gently manipulate the skin around the eye to allow access to the object. Demonstrate how to use a waterbath to rinse the eyeball. Emphasize that a person should not push against the eyeball, as an object caught in the eye can scratch the surface of the eyeball. Then say, "What should I do if I get something in my eye and it hurts so much that I can't touch it?" Let the student know that he or she should call the doctor for an immediate appointment, and then cover the injured eye and keep it as still as possible (i.e., keep it closed).

* Germs are discussed in the section on Kitchen Skills. Elaborate on this explanation by telling the student that germs live on people, too and that washing ourselves helps to keep germs off of our bodies. Explain that if people don't wash they will smell; also, they will have more germs on them and if they get a cut or burn, germs can get inside the body. This can make the cut infected. If any pictures of infected cuts are available, show them to the student to demonstrate what can happen if a wound is not kept clean.

* Have an antiseptic available and demonstrate its use to the student. Explain that it should only be used on small cuts. Large cuts should be treated by a doctor. Explain that an antiseptic is used to kill germs on people. The word used for killing germs is 'sterilize'. Have the student repeat the word to you if unfamiliar with it. Try using open-closure (e.g., "The word that means killing germs is ___________."). Point out that the products used to kill germs around the house are different than those used to kill germs on people and should not be used to do so.

First Aid and Health, Cont'd

Tell the student that after a small cut has been sterilized, it should be covered with a bandage to help keep out germs. Once the cut has started to heal, the bandage can be taken off. Using a lipstick or red marker, put a small red mark on your finger. Ask the student to show you what to do. The cut should be cleaned, treated with an antiseptic, and covered with a bandage. Plan to have the student demonstrate this to you several more times during teaching sessions. Try to make the situation more spontaneous, perhaps including it when teaching other skills, such as cleaning up broken glass or using knives.

* Using the red marker, draw a small cut on your arm and a red line coming up from it. Ask if the student has ever seen that happen and if he or she knows what to do. If the student indicates that he or she does not know, explain that it is important that a doctor be contacted as soon as possible, becuase a mark like this indicates 'blood poisoning.' If this term is new, have the student repeat it to you, or use open-closure statements (e.g., "If a cut has a red line coming from it, it means ________________.").

* Using the red marker, make a small smudge-mark on yourself and, after indicating that it is a slight burn, ask the student what you should do to treat it. The student should indicate that it should be run under cold water; if it is very slight, it does not need to be covered. Ask what you should put on a burn. If the student says "butter", explain that butter does not help a burn. Plan to ask the student to treat slight burns throughout teaching sessions; for example, if any teaching is to take place in the kitchen, pretend to burn yourself on the stove.

* Ask the student to show you what to do if a burn covered the whole arm. It might be easier to visualize this if you provide an example of how it might happen such as by spilling a pot of boiling water. The student should cover the area in a clean bandage or cloth and seek immediate medical treatment. Suggest alternatives such as clean dishcloths, if clean bandages are not readily available.

* Ask the student to show you what to do if he or she was cut badly on the leg. The student should apply pressure and then indicate that he or she would seek medical attention. If the student does not apply pressure, show how this is done using a hand and then a bandage or a suitable alternative, such as a clean cloth, tied snugly around the area. Tell the student

that it is important to relax and to raise the part of the body that is bleeding so that it is higher than the heart. After arranging for medical help, the injured person should lay down and put the injured leg up on a chair, so the blood has to flow uphill to get to the wound. Have the student role-play helping another person who has a severe cut.

* Ask the student to show you what to do if you accidentally swallowed some poison and were unconscious (have a bottle with a poison label nearby). The student should indicate that he or she would call an ambulance or the Poison Control Centre and then look for the bottle of poison that you have taken so the doctors would know how to treat you and/or could tell the student what to do until the ambulance arrived.

  If the student does not appear to understand the word 'poison' or recognize the poison symbol on the container, review the material on poisons in the Home Safety section.

  Have the student role-play making an emergency call to request an ambulance or to the Poison Control Centre. (See the procedure for Emergency Telephone Calls in the Home Security section.)

* Tell the student that you are going to pretend to choke; ask the student to show you how and when he or she would help you. Start by coughing; do this long enough to establish that the student would leave you alone as long as you are getting air. Suddenly, stop making noise and just hold your throat. At this point, the student should try the Heimlich manoeuvre ("hug" method). If the student does not demonstrate the appropriate skills for this method, model the correct method.

  Plan to have the student demonstrate the skills several times. If you are going to do any teaching in the kitchen over lunch, use the opportunity to role-play the choking victim again.

* Role-play some of the symptoms of the flu (stomach ache, chills, etc.). Ask the student if he or she has any idea what could be the matter with you. Have a thermometer handy (the type that is placed on the forehead and shows "N" for normal temperature and "F" to indicate a fever, works well). Ask the student to take your temperature. Tell the student to feel your forehead first to see if it feels warmer than his or hers, and then demonstrate how to use the

First Aid and Health, Cont'd

'fever-tester.' If the student does not appear able to determine what the problem might be, ask if he or she had the flu and how it felt. Ask what to do to treat the flu (rest at home and keep warm; if it lasts more than a couple of days you should see the doctor).

* Determine the type of seizure the student is most likely to encounter, such as a 'grand mal' (serious epileptic seizure). Role-play a person having a seizure and have the student respond accordingly (e.g., loosen your collar, remove sharp objects from your pocket, etc.). Ensure that you dispel any old ideas about seizure management (e.g., putting a pencil in the person's mouth).

* Bring samples of cigarettes, alcohol, and aspirin (or pictures of these). Go over the warning on the labels or boxes. Talk about the effects of use/overuse of any of these products. Discuss the possible effects of mixing drugs and alcohol, or mixing any of the products with other medication. Ask the student to name some drugs that can be bought at the drugstore without a prescription. A visit to the drugstore may be helpful. Ask the student if he or she is able to identify or describe drugs that are illegal to possess. Talk about some common illegal drugs that the student may encounter (e.g., marijuana, cocaine). Police departments sometimes set up displays that include valuable information on the use, misuse, and overuse of drugs, and you may want to show these to students.

Kitchen Skills

If a number of skills in this area need to be taught and/or practised, plan to hold teaching sessions over a meal, as many of the skills can be incorporated naturally in this setting. Plan a menu with the student and choose items that require demonstration of the required skills. Ensure that there is a sufficient variety of utensils (e.g., knives, spoons) and foods (both fresh and spoiled), etc. for the student to choose from, so that you can observe (and correct, if necessary) the selection of items for a particular task.

Skills from other areas can also be incorporated into these sessions. For example, you could pretend to cut or burn your hand during food preparation to allow the student to demonstrate the appropriate first-aid skills; or, pretend that there is a grease fire in the frying pan and ask the student to respond appropriately.

Kitchen Skills, Cont'd

The materials and preparation required will vary depending on the skills incorporated into the session. A menu such as the following can be used to teach and/or allow the student to practise the majority of kitchen-related skills.

The instructor may wish to call the student the day before the planned meal to confirm the menu. Ensure that all necessary items are available, and remind the student of any necessary preparation (e.g., to thaw the bacon).

Sample Menu:

soup
toasted bacon and tomato sandwich
milk
canned fruit
tea or coffee

* While the student is preparing the soup, ensure that:

- the correct saucepan and a long-handled spoon are selected;
- the can of soup is opened carefully and the lid is disposed of safely;
- the student attends to the soup while it is being heated;
- when stirring the soup, the student holds the handle of the saucepan; and
- the student turns the element off when cooking is finished.

If any of the soup is spilled during preparation or serving, encourage the student to wipe it up as soon as possible.

* Have available some mouldy bread as well as fresh, unsliced bread and ask the student which bread he or she would use. Ask the student (or explain to the student) why the mouldy bread should not be used. Point out the mould and ensure that the student can differentiate between mouldy and fresh bread.

* Ask the student which knife he or she would use to slice the fresh bread. If necessary, demonstrate the correct way to slice bread (holding the knife at an angle away from the body and using a gentle, sawing motion). Ask the student to pass you the knife and ensure that this is done safely (holding the handle, and pointing the handle toward you or pointing the handle up, with the blade down).

Kitchen Skills, Cont'd

- Ensure that the student stores the unused bread appropriately, well-wrapped, in a cupboard, or breadbox. Ask the student why it is important to wrap the bread in a plastic bag for storage. Explain that it will become stale or hard if exposed to the air for too long.

- Ask the student how and where they would thaw frozen bacon. If necessary, explain that bacon (and any other kind of meat) should always be thawed slowly, in the fridge, to prevent the growth of bacteria (germs).

- When the student is cooking the bacon, ensure that he or she does so carefully. The student should hold the handle of the frypan while turning the bacon, clean up any grease spatters, and turn the element off immediately after use.

- Give the student a choice between a spoiled and a fresh tomato, and a variety of knives to choose from for slicing the tomato. Again, ensure that the student handles the knife carefully and slices the tomato at an angle away from the body.

- Before pouring the milk, ask the student to make sure it is fresh. The student should look at the expiry date on the milk carton and should also check whether the milk smells sour. You might want to add a small amount of vinegar to some milk in a glass to help the student differentiate between fresh and sour milk.

- Spill a small amount of milk and ensure that the student wipes up the spill.

- At some point before, during, or after the meal, drop an old glass at a height far enough from the floor for the glass to break but not far enough to cause any danger of flying splinters (or drop some broken glass and pretend that you have just broken the glass you were using). Say to the student, "I'm sorry I broke the glass; what should I do?" If the student suggests that you clean it up, ask if he or she would show you how to do it. The student should use a dustpan and broom or brush, vacuum the area, and then wipe the area with a damp cloth to ensure that all particles of glass are removed.

- Show the student two cans of fruit, one of which is dented or swollen, and ask the student which one should be used. Ask the student what you should do with the dented or swollen can (throw it away).

* Have the student serve some of the fruit and put the leftover fruit away. The student should remove the fruit from the can, put it in a suitable container, cover it, and put the container in the fridge. Ensure that the student understands that canned foods, once the can has been opened, should never be stored in the can, and that they should always be stored in a cool place (i.e., the fridge).

* Plug in the kettle with the spout facing out into a traffic area. Ask the student if it is okay to leave it like this. The student should indicate that it isn't a good idea because someone might get burned by the steam. Ask the student to show you where the kettle should be placed.

* If appropriate, ensure that the student keeps his or her hair pulled back and that cigarettes are extinguished, while preparing the meal.

* When the meal is finished, ask the student to show you how he or she would clean up the kitchen. Observe, and correct if necessary, the procedure used to:

    - wash the dishes using dish soap,
    - dry the dishes thoroughly,
    - wipe the counters, table, and stove top,
    - store the dishes safely in the cupboards,
    - clean the cutting board, and
    - wipe the drying rack before storage.

Other kitchen-related skills and/or skills previously taught that need reinforcement can be taught and practised at times other than mealtime.

* To help students differentiate between spoiled foods and fresh foods, help the student to clean out their refrigerator and discard all spoiled foods. Examine each item and have the student determine whether or not it should be kept. Indicate any spoilage the student does not appear to recognize and have the student reassess the item.

* When teaching expiry dates, check products for the exact abbreviations used. Have a calendar handy. Show the student some expiry dates on various products and/or written on paper and have them indicate, orally or by pointing to the calendar, the last day that the food should be consumed. Name some dates that fall within and outside the freshness period and have the student indicate whether or not it would be okay to use the product on those days. Show the student

where the expiry date is usually located on each type of product.

* Have the student plan grocery shopping to coincide with teaching time whenever possible, if they need to practise this skill. This will also give you an opportunity to observe where the student stores food purchases and make corrections if necessary.

If the student has difficulty with dates, have the student ask a store employee or another customer how much longer a particular product is fresh. Plan to have the student independently purchase several items with expiry dates and to practise politely asking for assistance. The student may feel more comfortable doing this if the situation has been role-played at home first, with you playing the store employee.

* If the student does not appear to understand what germs are, explain that they can make you very sick and that they can make your food go bad. Explain that they are everywhere, even in the air but they are too small to see. If a place is dirty, there will be even more germs. That s why we need to keep our kitchens especially clean (i.e., food put away, counters wiped, dishes clean, etc.). Bugs, mice and flies carry a lot of germs and they are attracted to places such as garbage cans.

Plan with the student to disinfect the garbage can. Have the student show you what he or she uses to kill germs around the house. If necessary, help the student identify and purchase a disinfectant.

During each teaching session, check that the garbage is not over-full or odorous and encourage the student to recognize the situation and empty the garbage. (Try saying, "Can you smell anything bad?")

While discussing germs, have the student show you what he or she would do if he or she had to cough or sneeze while cooking. If the student does not indicate turning of the head away from the food being prepared, explain how germs would then get into the food. Students should also be monitored and reminded to wash their hands after wiping their noses, using the toilet, touching anything dirty, or petting an animal.

* Plan with the student to clean the oven. Help the student identify and purchase an oven cleaner if necessary, and point out the safety procedures involved in using the type of cleanser chosen. You may want to suggest that the student lay foil down at the bottom of the oven once it is clean to catch drips from cooking. This foil can then be changed as necessary.

* After eating something with the student, ask the student to identify what could be the matter if you suddenly got cramps and felt sick. Try role-playing some of the symptoms. Identify the food as the possible cause if the student does not. Explain that if food is not looked after properly, it can get many germs in it and then make you sick when you eat it. Reinforce this on other occasions when you and the student are working with food, encouraging proper storage. Use the words 'salmonella' and 'botulism' to familiarize the student with them. It is not important that the student be able to define these terms, only that he or she refrain from purchasing items associated with the words until hearing that it is safe to do so. Keep an eye on the news for any current stories regarding bad food and make the student aware of them. Have the student follow the stories and make enquiries about purchases he or she makes or has made that involve the food item in question.

TRANSIT

The following information will give instructors some basic ideas on how to identify the necessary information, provide assessment, and build strategies on how to develop in students the skills needed to safely cross the street and take the bus. The Skills List follows this information.

Crossing the Street

Determine what types of streets and what types of intersections need to be crossed by the student in the area to be used (e.g., light-controlled intersection, intersection without light, intersection with stop sign, unmarked pedestrian crossing).

To assess what skills the student already has, go with the student to the training site and say, "Show me how to cross." When the student carries out the task, follow close enough to intercede, if necessary, to ensure the student's safety. Repeat the procedure twice for all types of crossings they will use.

Following the initial assessment, discuss with the student the skills that were done well and also the skills that need improvement. Pick one or two goals for the student to concentrate on. At this time, discuss with the student the Skills List you will be using to keep track of how well he or she is doing.

Crossing the Street, Cont'd

At the first intersection to be crossed, give a verbal explanation and a demonstration of the correct procedure. While walking to the next intersection, ask the student, "What is the goal you're going to be working on?" Try using an open-ended format when questioning the student.

When you have reached the intersection, say, "Show me how to cross." Stand close to the student and prompt if necessary. (Types and level of prompting will be based on individual strategies.)

Once the student can cross the intersections without being in danger, stand back from the student and observe. Don't cross the street or make any eye contact until the student is already across the street. This will ensure that you are not prompting in any way.

Once it has been determined that the student can independently cross the street safely, arrange to meet at the end of the route. Without being seen, trail the student to observe whether correct procedures are followed.

Taking the Bus

Before training begins, ask the student to determine the bus route, time schedule, and fare that will be used by the student to get to and from particular locations. If the student is unable to provide this information, you should obtain it. Take the bus (without the student), following the route that will be used, noting the street names and landmarks that will indicate to the student where to board and dismount. Prepare an information card with bus numbers, boarding and dismount locations, phone number(s), and a place to tape an extra quarter in case it is needed for an emergency phone call. The student should carry the information card whenever using the bus.

To assess what skills the student already has, meet the student at the actual time for taking the bus and discuss the details on the prepared information card. Say to the student, "Show me how to take the bus to ____________." While the student carries out the bussing procedure, follow closely enough to intercede, if necessary.

Taking the Bus, Cont'd

Following the assessment, discuss with the student the skills that were done well during the assessment and also the skills that need improvement. At this time, discuss the skills list with the student and explain that you will be using it to keep track of how well he or she is doing. Model the bussing procedure with a verbal explanation during this training session.

On the following day of training, say to the student, "Show me how to take the bus to ____________." If prompting is necessary, try saying to the student, "Pull the cord when you see the __________." If the student needs to be corrected, the level of response and type of prompt should be based on individual strategies.

Once the student's bussing behaviors are judged appropriate, do not sit with the student, but choose a seat close enough to be able to observe. If the student is aware that you are observing, have someone they do not know observe them. When the student is familiar with the bus route, trail the student from behind the bus in a car. Once the student can follow the bus procedure independently, meet at the destination point.

During one of the training sessions, have the student remain on the bus until an area is reached that is unfamiliar. Explain to the student that you want him or her to practise what to do if lost. Say to the student, "Show me how to find your way to ___________." While the student is following the lost procedure, follow close enough to intercede, if necessary.

If the student was unable to carry out the lost procedure, discuss the skills that were done well and also the skills that need improvement. Model the lost procedure with a verbal explanation. Using different locations each time, say to the student, "Show me how to find your way to ___________." The type and level of prompting will be based on individual strategies.

Once the student independently follows the lost procedure, have him or her get off alone at an unfamiliar stop. Arrange to have a stranger follow the student to observe how the student follows the lost procedure.

Transit Skills List

Crossing the Street

- Find intersection
- Stop at curb
- Demonstrate understanding of crossing with lights
  - look at light
  - look all ways
  - wait on red light/hand
  - walk on green light/white figure
- Demonstrate understanding of crossing without lights
  - look all ways
  - judge correct time
  - step out
- Watch cars while crossing
- Walk quickly
- Walk in right direction

Taking the Bus

- Carry necessary personal belongings
  - BCID
  - Wallet
  - Pocket money (minimum 25 cents)
  - Card with home phone number and emergency contact person
  - Medical information; wear medic-alert tag
- Use personal belongings when necessary
- Carry bus pass/money
- Walk to bus stop
- Stand near bus stop
- Wait appropriately (no waving, etc.)
- Identify bus name/number
- Have bus pass/money ready

Transit Skills List, Cont'd

- Board correct bus appropriately
- Show driver bus pass/put money in slot
- Request transfer
- Find seat
- Watch for landmarks
- Follow bus rules
- Pull cord at proper time
- Stand up after pulling cord
- Leave bus
- Locate transfer point/destination
- Pass strangers
- Identify when to ask for directions
- Identify whom to ask for directions
- Ask for directions politely
- Follow verbal directions within 3 blocks

PART III

A SAMPLE PROGRAM

ORIENTATION TO SUPPORTED WORK

This section of the book shows how a trainer can build a program to suit the specific skill requirements of individual students, and a group of students with similar needs, by drawing on the concepts and materials contained in this document. The example is based on training provided to a group of eight students who were applying to work (with staff supervision) in a competitive work site. Since they had only experienced work in sheltered environments, training was required in settings more like the proposed work site. One student, Jan Smy, was selected to show individual application.

This sample program contains

* **Skills Lists** (taken from other parts of this book, as appropriate for this program: Class Participation Skills, Social Skills, Personal Skills, Transit Skills, and Work Skills)

* **Skills Assessments** (from the aforementioned Skill Areas)

* a **Learning Contract** (for one member of the group of students, Jan Smy)

* 17 **Classes** designed specifically to address the skill deficiencies detected during assessment

* a **Learning Contract Report** (for Jan Smy)

* a **Training Strategy Sheet** (for Jan Smy)

Note that many of the teaching strategies identified in the class material are those used in the Skill Areas of the Classroom-Based Training section; accordingly, they are not repeated here but are parenthetically cross referenced to the appropriate section.

Process

This section describes the process used in this sample course. It parallels the process described at the beginning of this book but has been adapted for use with a program on Orientation to Supported Work.

The trainer brought all the Skills Lists to the people of the referring agency and discussed what areas should be addressed. In this case, Class Participation Skills, Social Skills, Personal Skills, Human Awareness Skills, Work Skills, and Transit Skills were jointly identified as being important.

The trainer then obtained a list of potential students and compiled a single Skills List that was relevant for this group, omitting areas not identified as requiring development. Next, sections from the various Skills Assessments in this book were used to compile a single assessment that matched the course Skills List. Two trainers then proceded to conduct the practical assessment. Here is a description of this process.

> The group of 15 referrals was divided into 3 groups of 5. Everyone was told the time, date, and place to meet, and were also told to bring a quarter and $3 for lunch. Each group met in a classroom from 11:00 to 1:00.
>
> While one trainer observed interpersonal skills and appearance and hygiene, the other trainer led the group. It was explained that after a short discussion, everyone would be going for lunch and would be using the pay phone. Students were then asked to introduce themselves.
>
> Once the trainer had answered student questions, everyone went to the cafeteria for lunch. Each trainer monitored break and lunch routines. The group sat together at a table while the trainers sat nearby, observing. When everyone was finished eating, they remained at the table and individually went to use the pay phone. One trainer was able to observe pay phone skills and also determine whether the student had a comb and kleenex, was able to accept a compliment, administer his or her own medications, and identify the correct washroom. The other trainer remained at the table, observing interpersonal skills. Once everyone was assessed for all skills, all students were thanked for coming and dismissed.

After the practical assessment, two work assessments were completed: one by the referring agency and one by program staff. After all assessments were completed, the skills identified as needing development went on to individual contracts, and a meeting was held to sign the contracts.

Individual Skills Lists were developed for each student, and these were used for data collection. Note that illustrated Skills Lists for Break Skills and Grooming and Hygiene were used for non-readers.

Teaching strategies were taken from the sections relating to the skill being taught. Some of the curriculum used did not relate to a specific skill but was necessary as background material. Some of the skills were taught in class; other skill sets such as Routines in the Workplace, Work Habits and Behaviors, and Operational Skills were discussed in class but put into practice on site. Of course, some of these skills could be dealt with only on site, as in the case of demonstrating accurate job skills. The skills involved in taking a bus and in crossing a street were taught in the community, with some back-up done in class.

Trainers worked on each student's Training Strategy Sheet during training; and after completion of training, data was compiled, a Learning Contract Report was filled out, and a report meeting was held.

Materials Needed

Whether using this Sample Program or developing your own, be sure to determine in advance what materials may be required for Skill Assessments or for teaching a particular skill. If trainers are using this program, they should review the Materials Needed sections at the beginning of each Skill Area to determine what props and materials may be needed.

Orientation to Supported Work Skills List

(from **Class Participation Skills**)

Classroom Behavior

General Behavior:

- display adult behavior
- control distracting habits
- pay attention through distractions
- show respect for others
- carry BCID, wallet, kleenex, pen, pocket money, pay phone money

Break Skills*

General Procedures:

- leave for breaks at specified time
- return from breaks at specified time
- get belongings from and return them to locker/designated area
- go to correct break location
- go to and from break location quietly and directly
- use free time acceptably
- use social facilities
- demonstrate a basic safety consciousness when using social facilities
- follow essential signs (e.g., washroom, smoking area)
- use washroom during break when possible
- use telephone during break

Cafeteria Procedures:

- follow cafeteria line-up procedure
- read menu and prices
- decide on food while keeping in mind money, time, and diet restrictions
- use tray if necessary
- order food appropriately
- have money ready
- pay for food with sufficient amount of money
- monitor change if necessary
- locate condiments/utensils/napkins
- choose applicable utensils depending on food chosen

*Note that some students may require the list of illustrated Break Skills, located at the end of the Class Participation Skills section.

Cafeteria Procedure, Cont'd

- add appropriate amounts of condiments
- use vending machine properly
- choose location to sit
- carry food/beverage to table without spilling
- ask for permission to sit before doing so at an occupied table
- eat appropriately (small bites, reasonable pace, neatly, with closed mouth, use napkins)
- speak only when mouthful is finished
- speak about appropriate topics
- drink appropriately (reasonable pace, neatly, quietly)
- open: plastic bags cellophane wrappers
  cans, bottles
- open/close thermos
- follow cafeteria clean-up procedures

(from **Personal Skills**)

Grooming and Hygiene*

- have good posture

- appear rested and awake

- have appropriate body hygiene:
  - bathe regularly
  - use deodorant
  - attend to nasal hygiene when necessary
  - carry tissue at all times
  - attend to menstrual hygiene when necessary
  - wash hands when necessary
  - use soap when washing
  - dry hands after washing
  - follow special hygiene procedures when necessary (e.g., dandruff shampoo, medication for skin, etc.)
  - take care of small first-aid problems when necessary (e.g., slight burns, cuts, etc.)

- have appropriate oral hygiene:
  - clean teeth regularly
  - use dental floss
  - maintain fresh breath

*Note that some students may require the list of illustrated Grooming and Hygiene Skills, located at the end of the Personal Skills section.

Grooming and Hygiene, Cont'd

- maintain a neat appearance:
  - keep hair clean
  - keep hair tidy
  - cut hair when necessary
  - carry a comb/brush
  - keep beard tidy or be clean-shaven
  - use mirror when necessary
  - keep fingernails clean and trimmed
  - maintain nail polish, if used
  - use make-up appropriately
  - keep eyeglasses clean

- dress appropriately:
  - wear well-fitting clothing
  - wear clothing in good repair
  - wear clean clothing
  - wear wrinkle-free clothing
  - wear properly fastened clothing
  - wear clothing suitable for the occasion
  - wear age-appropriate clothing
  - wear weather-appropriate clothing
  - wear well-maintained footwear
  - use accessories appropriately

Dealing with Feelings

- describe three kinds of behavior:
  - passive
  - aggressive
  - assertive

- adequately deal with feelings of:
  - anger
  - frustration
  - nervousness
  - anxiety
  - depression

- demonstrate relaxation techniques:
  - deep breathing
  - deep muscle relaxation
  - 'faraway places'

(from **Transit**)

Crossing the Street

- Find intersection
- Stop at curb
- Demonstrate understanding of crossing with lights
  - look at light
  - look all ways
  - wait on red light/hand
  - walk on green light/white figure
- Demonstrate understanding of crossing without lights
  - look all ways
  - judge correct time
  - step out
- Watch cars while crossing
- Walk quickly
- Walk in right direction

Taking the Bus

- Carry necessary personal belongings
  - BCID
  - Wallet
  - Pocket money (minimum 25 cents)
  - Card with home phone number and emergency contact person
  - Medical information; wear medic-alert tag
- Use personal belongings when necessary
- Carry bus pass/money
- Walk to bus stop
- Stand near bus stop
- Wait appropriately (no waving, etc.)
- Identify bus name/number
- Have bus pass/money ready

- Board correct bus appropriately
- Show driver bus pass/put money in slot
- Request transfer
- Find seat
- Watch for landmarks
- Follow bus rules
- Pull cord at proper time
- Stand up after pulling cord
- Leave bus
- Locate transfer point/destination
- Pass strangers
- Identify when to ask for directions
- Identify whom to ask for directions
- Ask for directions politely
- Follow verbal directions within 3 blocks

(from **Social Skills**)

Greetings and Introductions

- greet instructor
- greet peers
- respond to a farewell
- introduce himself or herself, using first and last name

Compliments

- acknowledge compliments

Conversation Skills

- maintain eye contact
- initiate/carry on conversation with instructor
- initiate/carry on conversation with peers

Conversation Skills, Cont'd

- maintain an appropriate social distance during conversations
- speak so that others in the group can hear

Telephone Skills

- tell or show own telephone number
- place a call on a residential telephone
- hold receiver at an appropriate distance
- use a conversational level/tone of voice
- answer with appropriate greeting
- speak clearly
- take a message
- give a message
- end call appropriately
- replace receiver appropriately
- place a call on a pay phone
- use the telephone book to:
  - find emergency numbers
  - find numbers in the white pages
  - find numbers in the yellow pages
  - find numbers in the blue pages
- explain the role of the telephone operator
- carry $ .25 for an emergency call on a pay phone
- recognize busy signal
- recognize dial tone
- dial appropriately

Asking/Following Directions

- demonstrate an understanding of when to ask for directions
- identify the correct person to ask for directions on a bus, on the street, in a mall, in a store, in a public building
- politely ask the correct person for directions
- look at the person giving directions or in the direction indicated
- thank the person for directions
- follow directions correctly

(from **Work Skills**)

Routines in the Workplace

- punctuality
- work schedules and breaks
- rules on the job

Work Habits and Behaviors

- Describe/explain the responsibilities of an employer
- Describe/explain the responsibilities of an employee
- Display good work attitude
- Display good work behavior
- Display good job communication skills:
  - receive instruction from boss/co-worker
  - ask for clarification from boss/co-worker
  - discuss a problem with boss/co-worker

Orientation to Supported Work Skills Assessment

(from **Personal Skills**)

Grooming and Hygiene

1. Show me what good posture is when you are sitting.

		Yes	No	Comment
Student:	straightens back	( )	( )	________
	puts legs together	( )	( )	________
	puts arms in front	( )	( )	________

2. Show me good posture when you are standing.

		Yes	No	Comment
Student:	stands straight	( )	( )	________
	puts arms at side	( )	( )	________

Present student with at least two pictures: one of a person looking rested and awake, and another of a person looking bored or tired.

3. Show me which person looks rested and awake.

   Student responds: Yes ( ) No ( ) ________

4. Show me which person looks bored or tired.

   Student responds: Yes ( ) No ( ) ________

5. When do you brush your teeth?

   Student responds: ________

6. Did you brush your teeth this morning?

   Student responds: Yes ( ) No ( ) ________

7. Can you tell me what dental floss is?

   Student responds: ________

8. How often do you 'floss' your teeth?

   Student responds: ________

9. I'm going to ask you to show me some things a person usually carries. Can you show me:

   - your comb or brush Yes ( ) No ( )
   - a handkerchief Yes ( ) No ( )

Grooming and Hygiene, Cont'd

10. What would you do if you needed to wipe your nose and you didn't have a handkerchief?

Student responds: ______________________________

11. When did you last wash your hair?

Student responds: ______________________________

Present the student with several pictures, at least one of which depicts someone who needs a haircut.

12. Do any of these people need a haircut?

Student identifies person(s): Yes ( ) No ( ) __________

13. Do you need a haircut now?

Student responds: Yes ( ) No ( ) __________

Supply the student with a mirror and, if necessary, a comb or brush.

14. Do you need to comb your hair right now?

Student responds: Yes ( ) No ( ) __________

15. Show me how you comb your hair.

	Yes	No	Comment
Student: uses the mirror	( )	( )	__________
sets the part	( )	( )	__________
arranges hair neatly	( )	( )	__________

A sink is required for the next two questions. Place a nail brush by the sink.

16. Show me how you wash your hands.

	Yes	No	Comment
Student: uses soap	( )	( )	__________
rinses hands	( )	( )	__________
drys hands thoroughly	( )	( )	__________

17. Show me how you clean your fingernails.

Student: uses nail brush Yes ( ) No ( ) __________

Grooming and Hygiene, Cont'd

18. What do you use to cut your fingernails?

Student responds: ____________________________________

19. Do your fingernails need to be cut right now?

Student responds: Yes ( ) No ( ) ________________

If the student is wearing nail polish, ask the following question.

20. Does your nail polish look okay right now?

Student responds: Yes ( ) No ( ) ________________

21. Are you dressed neatly now?

Student responds: Yes ( ) No ( ) ________________

Supply the student with at least two pictures of people dressed casually but neatly, and people who are wearing clothes that are messy, wrinkled, or dirty.

22. Show me the picture(s) of the people who are dressed neatly.

Student responds correctly: Yes ( ) No ( )

Supply the student with pictures for each of the following types of dress, and have the student identify the appropriate dress. Supply the student with one set of appropriate and inappropriate choices at a time. For (c), choose pictures that are specific to the site in which the student will be functioning.

23. Show me the picture(s) of the person (people) wearing clothes that:

	Correct Response	
	Yes	No
a) fit well	( )	( )
b) are in good condition	( )	( )
c) are proper to wear to . . .	( )	( )
d) are proper for adults	( )	( )
e) you should wear if it is raining/snowing/hot, etc.	( )	( )
f) you should wear to a job interview	( )	( )
g) are done up properly	( )	( )
h) go with the shoes they are wearing	( )	( )

Grooming and Hygiene, Cont'd

24. Do you use a razor? What kind of razor do you use?

Student responds: Yes ( ) No ( ) ____________________

Ask male students the following questions. Supply the student with a mirror.

25. When do you shave?

Student responds: ____

26. Do you shave every day?

Student responds: Yes ( ) No ( ) ____________________

27. Do you need to shave now?

Student responds: Yes ( ) No ( ) ____________________

Ask female students the following questions. Supply the student with a mirror.

28. Do you wear make-up?

Student responds: Yes ( ) No ( ) ____________________

29. Does your make-up look okay right now?

Student responds: Yes ( ) No ( ) ____________________

If the student wears glasses, ask him or her to do the following.

30. Show me how you clean your glasses.

Student: uses cloth/tissue Yes ( ) No ( ) ________
demonstrates
thorough cleaning Yes ( ) No ( ) ________

Tell the student that you would like him or her to finish the following sentences. It may be useful to give an example to show what you expect (e.g., "Your name is . . . ").

31. After you use the toilet, it is important that you . . . .

Student responds: ____

Grooming and Hygiene, Cont'd

32. If you had a question about something personal, you would . . . .

Student responds: ________________________________

33. If you had a small cut or burn, you would . . . .

Student responds: ________________________________

Ask women to complete the following sentence.

34. If you have your period, you should always carry extra . . . .

Student responds: ________________________________

Dealing with Feelings

1. What do you do if you feel angry at someone?

Student responds: ________________________________

2. What would you do and/or say if someone butted in front of you in line for a movie?

Student responds: ________________________________

3. Tell me about a time when you felt nervous.

Student responds: ________________________________

4. Do you feel nervous now?

Student responds: ________________________________

5. What happens when you feel nervous?

Student responds: ________________________________

6. What can you do to make yourself less nervous?

Student responds: ________________________________

(from **Social Skills**)

Greetings and Introductions

1. Introduce yourself to the student (e.g., "Hello, I'm ______").

   Student responds by introducing himself or herself. Yes ( ) No ( )

   If no, student responds by ______________________________

2. At the end of the meeting, say to the student: "Well, ________, thank you for coming to the meeting. Goodbye."

   Student responds: Yes ( ) No ( )

Compliments

1. Give the student a compliment (e.g., "I like your . . . " [piece of clothing, jewelry, haircut]).

   Student acknowledges the compliment: Yes ( ) No ( )
   Comment: ______________________________

2. Ask the student to tell you what a compliment is.

   Student explains: Yes ( ) No ( )
   Comment: ______________________________

   If no, explain that giving a compliment means saying something nice to someone.

Conversation

1. Ask the student to tell you something about himself or herself.

   Student responds to question: Yes ( ) No ( )
   Comment: ______________________________

   If no, make a more specific request (e.g., "Tell me about a trip you've taken." or "Tell me about your family.").

Conversation, Cont'd

2. As the student talks to you, does he or she:

	Yes	No	Comments
- use a conversational voice level	( )	( )	
- use an appropriate tone of voice	( )	( )	
- maintain eye contact	( )	( )	
- maintain a comfortable social distance	( )	( )	
- control habits that distract others	( )	( )	
- participate during distractions	( )	( )	

Telephone Use

1. Ask the student to tell you or show you his or her telephone number.

Student:
recites number ( )   shows number ( )   neither ( )

2. Ask the student to dial a specific number, ask for ______ a person), and give him or her (a message).

Student:	Yes	No	Comments
- places the call	( )	( )	
- begins with appropriate greeting	( )	( )	
- asks to speak to the correct person	( )	( )	
- gives the correct message	( )	( )	
- ends conversation appropriately	( )	( )	

3. While using the telephone, the student:

- dials appropriately	( )	( )	
- holds the receiver at an appropriate distance	( )	( )	
- uses a conversational level of voice	( )	( )	
- uses a conversational tone of voice	( )	( )	
- speaks clearly	( )	( )	
- replaces the receiver appropriately	( )	( )	

Telephone Use, Cont'd

4. Ask the student to show you or tell you how much money is needed to use a pay phone.

   Student:
   tells amount ( )   shows amount ( )   neither ( )

5. Have the student make a call on a pay phone:

Student:	Yes	No	Comments
- listens for dial tone	( )	( )	________________
- puts money in at correct time	( )	( )	________________
- retrieves coin if call not completed	( )	( )	________________

6. Ask the student to explain the following. (Use open-ended statements if necessary.)

Student recognizes/explains:			
- dial tone	( )	( )	________________
- busy signal	( )	( )	________________
- role of the telephone operator	( )	( )	________________

Asking/Following Directions

1. Ask the student to finish the following statements.

   - When you don't know where you are, it is called being ________________. [lost]

   - If you are lost, you will need to ask for ______________. [directions, help]

   - If you are having trouble finding a certain address or room, you could ________________. [ask directions]

   - Sometimes you need to ask directions to find a new place. Some people who you could safely ask directions from are ________________. [police, storekeepers, etc.]

   - If you were lost on a bus, you could ask for help or directions from ________________. [the driver]

   - If you were lost in a new city or neighborhood, you could ask directions from _______________. [police, mail delivery person, gas station attendant, etc.]

Asking/Following Directions, Cont'd

- If you couldn't find a room or office in a large building, you could ask directions from ______________. [security guard, receptionist]

2. Tell the student that you are now going to go to the front desk (or the information desk), and you would like him or her to ask the person there how to get to ______________.

Student:	Yes	No	Comments
- asks for directions	☐	☐	
- uses "excuse me"	☐	☐	
- uses "please"	☐	☐	
- looks at the person giving directions or in the direction being indicated	☐	☐	
- thanks the person for the directions	☐	☐	
- follows directions correctly	☐	☐	
- repeats the above steps if necessary	☐	☐	

3. Thank the student for showing you where ______________ was.

Student responds: Yes ☐ No ☐
If yes, response: ______________________________

(from **Work Skills**)

Routines in the Workplace

1. What would you do if you missed your bus and were going to be late for work?

2. What would you do if you saw a sign that read, "Safety glasses must be worn in this area?"

3. What would you do if it was time to go to work but you were not feeling very well?

4. How many coffee breaks do most full-time jobs allow in one day?

5. Do most jobs allow you to take your coffee break at your work area? If not, where?

Routines in the Workplace, Cont'd

6. What would you do if your lunch break was over and you were not finished eating?

7. What would you do if it was time to go home and your work area needed tidying?

Work Habits and Behaviors

1. What would you do if your boss was talking so fast to you that you couldn't understand what he or she was saying?

2. What would you do if you needed some help from your boss, but he or she was too busy to help you?

3. What would you do if your boss pointed out a mistake you made in your work?

4. What would you do if your boss asked another worker to show you how to do your job?

5. What would you do if your boss told you to do something you didn't want to do?

6. What would you do if the worker beside you was always taking naps?

7. What would you do if you ran into a big problem at work, such as having some machinery break down?

8. What would you do if you had a small problem at work, such as forgetting what time your coffee break is?

9. What might happen if you didn't get along with the other workers?

10. What would you do if the other workers were trying to blame you for something you didn't do?

11. What would you do if you noticed a loose step on the stairs at work?

Learning Contract

NAME: Jan Smy

REFERRING AGENCY: The Southwest Society for People with a Mental Handicap

LONG-TERM GOAL: Employment as a Paper Sorter at Centreville Tax Centre

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SHORT-TERM GOAL #1: Classroom Behavior

Performance Objective: While in class, Jan will display adult behavior independently on 4 consecutive opportunities.

SHORT-TERM GOAL #2: Cafeteria Procedure

Performance Objectives: While in the cafeteria, Jan will

- follow line-up procedures;
- pay for her meal appropriately;

independently on 4 consecutive opportunities.

SHORT-TERM GOAL #3: Grooming and Hygiene

Performance Objectives: While coming to class, Jan will

- appear rested and awake;
- attend to nasal hygiene when necessary;
- have appropriate oral hygiene;
- keep her hair clean;
- keep her hair tidy;
- carry a comb;
- keep her finger nails cleaned/trimmed;
- wear clean clothing;
- wear clothing suitable for the occasion;

independently on 4 consecutive opportunities.

SHORT-TERM GOAL #4: Conversation Skills

Performance Objective: While in class, Jan will carry on conversation with instructor/peers independently on 4 consecutive opportunities.

SHORT-TERM GOAL #5: Pay Phone Skills

Peformance Objective: When Jan needs to phone someone from a pay phone, she will follow pay phone procedures independently on 5 consecutive opportunities.

SHORT-TERM GOAL #6: Asking/Following Directions

Performance Objective: During role-play situations in the community and classroom, Jan will safely ask and follow directions independently on 5 consecutive opportunities.

SHORT-TERM GOAL #7: Routines in the Workplace

Performance Objectives: While working at the Centreville Tax Centre, Jan will

- be punctual;
- follow work related routines (on site);

independently on 4 consecutive opportunities.

SHORT-TERM GOAL #8: Work Habits and Behaviors

Performance Objectives: While working at the Centreville Tax Centre, Jan will

- demonstrate adaptability to the job and work site (on site);
- display a positive attitude toward work;
- display good job communication skills;
- demonstrate accurate job skills (on site);
- meet production and speed requirements (on site);

independently on 4 consecutive opportunities.

SHORT-TERM GOAL #9: Crossing the Street

Performance Objective: While walking to work from the bus stop, Jan will

- cross streets controlled by lights;
- cross streets that are not controlled by lights;

independently on 5 consecutive opportunities.

SHORT-TERM GOAL #10: Taking the Bus

Performance Objectives: When using the bus to travel to work from home, Jan will

- carry and use necessary personal belongings;
- follow bussing procedure and rules;

independently on 5 consecutive opportunities.

SHORT-TERM GOAL #11: Operational Skills

Performance Objectives: While working at Centreville Tax Centre, Jan will

- identify types of paper;
- sort one type of paper as assigned;
- correctly separate types of paper;
- leave mail and postcards on the line;
- removed specified objects from the line;
- identify machinery and equipment;
- demonstrate work area safety rules;

independently on 4 consecutive opportunities.

Trainer: C. Rauk

Starting Date: Oct. 30 Proposed Completion Date: Dec. 6

Location of Training	# hrs/wk	Day(s) & Times	Student Ratio
Classroom	6	M - Th	1:7
Bus	5	M & W	1:1
Centreville Tax Centre	30	M - F	1:1/1:3

Authorization for Training ______________________
(agency person)

Long-term Goal to be Implemented by: ______________

Program Supervisor: ______________________

Student: ______________ Parent/Advocate: ______________

Class One

Introductions

Welcome the students and explain that the purpose of the course is to learn and practise the skills needed to be successful at work and in the classroom. Introduce yourself, stating your first and last names, where you live, where you work, and what you do (your job). Ask each student to introduce himself or herself in the same way (use verbal prompts if necessary). Depending on the skills of your students, you may want to simplify this introduction by having students state their names only. Ask each student to name the other students in the class; use verbal prompts as necessary. If a student is very quiet or reluctant, encourage him or her to name one or two people.

Discussion of Class Content and Format

Ask the group to remember the last time they were students and to name some things they had to do when they were in class. Keep a list of all the things they mention, which may include

- going to class,
- being on time,
- listening when the teacher was talking,
- answering questions,
- dressing in clean/tidy clothes,
- sitting quietly, i.e., not making noises that disturbed others (e.g., tapping pencil, humming, etc.),
- doing what the teacher said, and
- asking questions.

Explain that each student has individual objectives to work on, and that you will be helping each of them to achieve these objectives.

Review the class schedule (days, times, length of classes, and breaks). Give each student a card with your name and phone number, and tell the students that you expect them to call you if they have to miss a class or expect to be late for a class.

Tour of College

Show the group around the building, including such areas as the library, information desk, your office, the washrooms closest to your classroom, the cafeteria or lunchroom, elevators, etc.

Break

Ask if the students remember how long the break is and when they should be back in the classroom. Observe their skills during this time and record on their individual Skills Lists; provide verbal cues only after giving the student time to demonstrate the skill independently.

Group Discussion (see Class Participation Skills: Classroom Behavior)

Introduce the concepts of discussion and voting. Have students suggest some topics for discussion and vote on one. Explain the discussion rules. Demonstrate the use of the video recorder and camera and tape the discussion for about ten minutes. Replay the tape to enable students to observe and critique their own performance during the discussion.

Wrap-up

Review the class schedule and ask each student to comment on what they liked best about the class so far.

Go over each student's Skills List briefly, marking it as you go and explaining the reason for giving the students an I, V, or N.

Class Two

Review of Previous Class

Ask students to introduce themselves briefly (first and last names). Ask them to tell you about the skills necessary to participate successfully in class. Ask questions as necessary and relate the students answers to the items on the Skills List and to those mentioned by the students in the previous class.

Setting Group and Individual Goals

Using a group Skills List compiled from the ones you filled out on each student, read out the items that most of the students need to work on. Explain that these are the things they are all going to be practising in this class; these are their group objectives.

Setting Group and Individual Goals, Cont'd

Then, ask each student to choose one or two individual objectives that he or she would like to work on. If a student is having trouble identifying an objective, give some suggestions based on the Skills List.

Record the individual objectives on the same sheet as the group objectives, as you will want to review these in each class. Also, put a star beside them on the individual's Skills List.

Introduction to Role-Plays (see Class Participation Skills: Classroom Behavior)

Introduce the concept of role-plays and have each student do a simple role-play.

Break

Role-Plays (cont'd)

Videotape each student doing his or her role-play. Review the tape and ask students to comment on their own performance as it relates to their objectives.

Wrap-up

Go around the circle and have each student name the objectives he or she is working on. Tell them you are going to ask them to do this at the beginning of each class.

Class Three

Review of Previous Class

Go around the circle and ask each student to name the objectives that he or she is working on in this class. If the student is having difficulty, model the behavior in question or point out another student who is modelling the behavior.

Review the Skills List as in the previous class, using questions and having students demonstrate some of the items. Ask students to name the items that are objectives for the whole group. Remind the class that both individual and group objectives are to be kept in mind at all times while in class; also, tell them that you will be giving them cues or prompts during class if they seem to have forgotten what they are

Review of Previous Class, Cont'd

working on. Ask students for feedback about the role-plays they did in the last class.

Be sure to emphasize that while watching the tapes of role-plays and discussions, they should be watching carefully to see if they are working on their individual objectives and if everyone is working on the group objectives.

Discussion (see Class Participation Skills: Classroom Behavior)

Have students suggest a number of possible topics for discussion and then select one using the voting procedure as in Class One. If the suggestions do not seem to be ones that are especially suited to group discussion, inject a few suggestions of your own (e.g., "If you had a million dollars, how would you spend it?" or "What does it mean to be a good citizen?" or "If you could have any job what would it be?"

Review the discussion rules from Class One, and then, tape about ten minutes of the discussion. As before, do not intervene unless it is necessary to keep the discussion going or under control.

Break

Role-plays (see Class Participation Skills: Classroom Behavior)

Using cards with pictures on them, have students role-play the activity depicted on the cards. Videotape the role-plays and have the students comment on their own behavior.

Wrap-up

Ask each student to name one thing he or she did well during this class. Have other students add their accounts -- positive only.

Class Four

Review of Previous Class

Go around the circle and ask each student to name the objectives that he or she is working on. Review the Skills List as in the previous class.

Telephone Manners (see Social Skills: Telephone Use)

Ask students what they should say on the telephone in a variety of situations. Discuss why manners on the telephone are important. Using the teletrainer, model answering the telephone and having a conversation. Also, model the procedure for making a telephone call.

Use of a Pay Telephone (see Social Skills: Telephone Use)

Ask questions to elicit information on the use of a pay phone and what to do in various situations when using a pay phone.

Role-plays (see Social Skills: Telephone Use)

Using the teletrainer, have students role-play making and receiving various calls on the telephone. Using a working model of a pay phone, have them role-play several pay telephone calls. Videotape the role-plays.

Break

Review of Tape

When reviewing the tape, have the students comment on how they did in relation to the points that were discussed and modelled earlier in the class. If time allows, have students who need improvement in their telephone technique do another role-play.

Wrap-up

Go around the circle and have each student tell or show you his or her telephone number. Make sure that students have their home and work telephone number in their wallet/purse. Suggest that students keep a book containing the phone numbers they use most; show them your own telephone book if you have it with you. Tell students that they should carry a quarter with them at all times in case they need to use a pay phone.

Class Five

Review of Previous Class

Review telephone manners and the procedure for using a telephone and a pay phone; ask questions to elicit information, such as, "What do you do if . . . ?"

Have students role-play making and receiving telephone calls; videotape the role-plays and review each one; provide feedback and have students comment on their role-play.

Emergency and Service Telephone Calls (see Social Skills: Telephone Use)

Explain the procedures for making telephone calls to the telephone company (Directory Assistance, Operator, Repair Service) and to the police, fire department, and ambulance.

Have students role-play calls in a variety of emergency and request-for-assistance situations. Videotape students dealing with these situations and review the tape after each episode; have the student comment on their own performance and say what they would do differently if they had to deal with the situation again. Other students can make suggestions as well. Retape situations so that students all get a chance to deal with each one.

Break

Telephone Practise (see Social Skills: Telephone Use)

Using the teletrainer and/or model pay phone, have students make a variety of calls (emergency, service, and general). Videotape each student using the telephone and replay after each call, for student's comments and your feedback. Also, give feedback as needed to the student receiving the call.

Wrap-up

Ask students to telephone someone before the next class. Have them tell you who they are going to phone; you may want to arrange this ahead of time so that they can phone someone you will be able to check with later to get feedback on the student's telephone manners. They could, of course, phone you or your assistant.

Class Six

Review of Previous Class

Briefly review the material on telephone manners and the making of emergency and service calls.

Asking Directions (see Social Skills: Asking/Following Directions)

Discuss times when it is necessary to ask someone for directions and ask students who they would ask in a variety of situations. Have students take turns asking you for directions; videotape and review after each role-play.

Break

Following Directions (see Social Skills: Asking/Following Directions)

Discuss what to do if you don't understand the directions given or if you get lost. Model the correct procedure and have students role-play, if necessary.

Give each student a location in the building or nearby; have students ask for directions, follow the directions, and return to the classroom with 'proof' (e.g., a pamphlet) of finding the location.

Wrap-up

Briefly review the procedures for asking and following directions.

Class Seven

Review of Previous Class

Briefly review the procedures for asking and following directions.

Public and Private (see Human Awareness Skills: Public and Private)

Discuss the meanings of 'public' and 'private' and come up with definitions that can be remembered easily. Discuss the kinds of behaviors that are appropriate in each type of place as well as age-appropriate behaviors. Have students list a variety of public and private places.

Public and Private, Cont'd

Divide the classroom into public and private areas; role-play a variety of inappropriate behaviors and have students discuss what you should have done and role-play appropriate behaviors.

Videotape the students' role-plays; review the tape and have students give feedback on their own performance, followed by peer and instructor feedback. Remind students to give positive and constructive feedback only.

Break

Relationships (see Human Awareness: Relationships)

Give students a general definition of relationships; introduce the four main categories or relationships and explain the difference between a stranger and a safe stranger. Have students list people who are included in each category and state the reasons why that person should be included.

Discussion of Appropriate Interactions with Strangers (see Human Awareness: Community Interaction)

Discuss interacting with safe strangers. Have students role-play interacting with a variety of strangers, and ensure that they realize it is okay to give general information to strangers but that they should be careful not to give personal information in the process.

Wrap-up

Briefly review the material covered in this class.

Class Eight

Review of Previous Class

Have students define public, private, family, friends, acquaintance, stranger, and safe stranger. Explain that the remainder of the class will be like a quiz so that everyone can practise using these words.

Relationship/Safety Anecdotes (see Human Awareness)

Using a game-show or contest format, read the Relationship/Safety Anecdotes and ask students to define the relationship described and tell you what they would do or say in each situation.

Relationship Quiz (see Human Awareness)

Use a game-show or contest format to review the statements listed on the Relationship Quiz.

Break

Have a volunteer stranger approach the students during break and return later to give feedback on the students' performance with an 'unsafe stranger'.

Personal/General Information (see Human Awareness)

Ask a variety of questions and have students determine if you are asking for personal or general information. Have them respond similarly to a variety of statements.

Relationship Anecdotes (see Human Awareness)

Using the 'Larry' Relationship Anecdote, have students determine the various types of relationships described.

Class Nine

Review of Previous Class

Briefly review the difference between personal and general information and which type is appropriate for each type of relationship.

Hygiene and Appearance (see Personal Skills: Grooming and Hygiene)

Discuss the meaning and importance of good hygiene. Review items from the Skills List and have students identify the ones they need to work on.

Break

Health (see Personal Skills: Grooming and Hygiene)

Discuss the importance of good health and the kinds of things that people can do to stay healthy (sleep, diet, exercise, vitamins, etc.).

Dressing for the Job (see Personal Skills: Grooming and Hygiene)

Discuss the types of clothing that are worn for a variety of types of jobs and how to determine what type of clothing you should wear. Give students several examples of people dressing for particular jobs and have students comment on what each person should wear. Also, show students pictures and have them guess the type of job a person has, based on the clothing he or she is wearing.

Wrap-up

Ask students to name someone they know who works; tell them to ask the person they named about the clothing worn by the people they work with. Students should repeat their findings at the next class.

Have each student name one thing he or she learned in this class.

Class Ten

Review of Previous Class

Ask various students what they did this morning in order to be clean and tidy for class. Ask why this is important; why does it matter what we look like to others?

Regarding the assignment from the previous class, have each student report on who they spoke to and what the person said about how his or her co-workers dress.

Review Canada's Food Rules and have students evaluate their dinner and breakfast. Ask what exercises they have done since the last class and how much sleep they had last night. Tell the class that occasionally, you will be reviewing these things with them during the class, as they are a very important part of being a successful employee.

Punctuality (see Work Skills: Routines in the Workplace)

Discuss the meaning of punctuality and its importance in the workplace. Quiz students on their current daily routines. Discuss absence from work and role-play a variety of situations where a worker will be late for work or absent from work.

Break

Time Clocks; Timesheets; Overtime (see Work Skills: Routines in the Workplace)

Discuss the use of time clocks and timesheets in the workplace, and demonstrate their use. Have students record their arrival and departure times in class, beginning with the next class. Discuss overtime and compensation for working overtime.

Work Schedules; Breaks (see Work Skills: Routines in the Workplace; Class Participation Skills: Break Skills)

Discuss typical work schedules (including day, evening, and night shifts) and the frequency of breaks in a typical work period. Also discuss: some things that you could do during a break; the routine of a cafeteria; the advantages and disadvantages of bringing a lunch vs. buying a lunch; and different ways to pay for coffee at work.

Wrap-up

Briefly review the material covered in this class.

Class Eleven

Review of Previous Class

Briefly review: the meaning of punctuality; what to do when absent or late; the meaning of overtime; and, what you can do on your breaks. Short role-plays might be useful.

Communication at Work (see Work Skills: Work Habits and Behaviors; Social Skills: Greetings and Introductions)

Ask the group to define "communication;" write down all the definitions. Ask them to brainstorm a list of ways to communicate. Discuss why it is important to communicate on the job.

Communication at Work, Cont'd

Have students practise self-introductions. Videotape students role-playing the first day on a job and introducing themselves to co-workers.

Break

Communication at Work (cont'd) (See Social Skills: Body Language, Greetings and Introductions, Compliments)

Discuss body language and have students practise communicating using body language only. Discuss the importance of tone of voice in communicating. Discuss mixed messages and have students role-play sending a mixed message.

Discuss greetings and how and why you should greet people at work. Have students practise greeting a co-worker and giving a co-worker a compliment. Videotape the role-plays and review.

Wrap-up

Have each student tell about one thing he or she learned in this class, and, if appropriate, have the student give a demonstration.

Class Twelve

Review of Previous Class

Review the various ways that we can communicate with each other and why we need to be able to communicate with other people on the job.

Ask various students to demonstrate how to communicate, using their bodies only, such feelings as: anger, fear, happiness, confusion, sadness, tiredness, etc. Then, have them demonstrate mixed messages.

Social Conversation (see Social Skills: Conversation)

Discuss the importance of having social conversations with your co-workers, and brainstorm a list of suitable topics for lunch or coffee-break conversations. Discuss some unsuitable topics and the reasons why they are unsuitable.

Break

Tell students that you will be observing from a nearby table while they practise having an appropriate social conversation.

Role-plays (see Social Skills: Conversation)

Separate the class into two equal groups and have students hold a five-minute conversation, pretending they are at coffee break. Videotape the role-play and review. Repeat the role-play incorporating an unsuitable topic and one person not speaking.

Wrap-up

Tell the students you will be expecting them to use their coffee breaks to practise social conversation.

Class Thirteen

Review of Previous Class

Ask each student to tell you something that another student did the previous evening. If a student cannot do this, say that you expect him or her to talk to another student at coffee break and be able to answer your question at the end of class.

Getting Along on the Job (Work Skills: Work Habits and Behaviors)

Ask the students to brainstorm a list of reasons (other than social conversation) for communicating at work. Discuss various situations where communication is important. Videotape several role-plays involving communication at work, and review after each role-play.

Break

Getting Along on the Job (cont'd) (Work Skills: Work Habits and Behaviors)

Discuss the meaning of 'a good work attitude' and have the class brainstorm a description of someone who has a good work attitude. Have students do several role-plays involving workers with and without good work attitudes.

Getting Along on the Job, Cont'd

Discuss the responsibilities of a boss and the corresponding responsibilities of workers. Read several descriptions of people at work and ask students to determine if these people have good work attitudes.

Wrap-up

Have each student tell the group something new that he or she learned in this class.

Class Fourteen

Review of Previous Class

Ask the class to name as many reasons as they can for communicating at work. Ask students to do brief repeats of some of the role-plays they did in the last class. Don't videotape; just use them to illustrate a point.

Ask the class to describe someone who has a good work attitude by naming as many characteristics as possible. Name several responsibilities of a boss and ask students to name the corresponding worker's responsibilities.

Rules on the Job (Work Skills: Routines in the Workplace)

Have the students brainstorm rules they have encountered. Discuss the difference between a rule and a law. Have a quiz to help students differentiate between a rule and a law.

Break

Rules on the Job (cont'd) (Work Skills: Routines in the Workplace)

Discuss rules on the job: Why are there rules? What are some examples? Why should these rules be obeyed?

Signs (Work Skills: Routines in the Workplace)

Show students a series of signs (both symbolic and written) related to health and safety and ask students to tell you what they mean.

Wrap-up

Briefly review the material covered in this class.

Class Fifteen

Review of Previous Class

Ask students to name some rules and to describe the difference between rules and laws. Show the safety signs and have different people describe what they mean.

Dealing with Problems at Work (Work Skills: Work Habits and Behaviors)

Have students brainstorm examples of problems that might arise at work. Differentiate between small problems and big ones, and discuss appropriate ways of responding. Have students role-play a variety of situations involving problems at work.

Break

Dealing with Problems at Work (cont'd)

Discuss problems that a person may have with co-workers and have students brainstorm ways to respond and role-play these. Videotape the role-plays and have the group choose the most effective responses. Discuss who you should talk to about problems at work and personal problems. Have students role-play several other difficult situations with co-workers.

Wrap-up

Ask the students to talk to someone who has a job, about the kinds of problems encountered and how he or she dealt with them. Tell students to be prepared to give an example in the next class.

Class Sixteen

Review of Previous Class

Ask students to report on the examples they found of problems that people have at work and to describe how they were dealt with. Ask the group whether the solutions sound like good ones, and encourage them to suggest other possible courses of action that could have been taken.

Behavior at Work (see Work Skills: Work Habits and Behaviors)

Discuss acceptable and unacceptable behaviors at work. Have students brainstorm the kinds of behavior that might be seen at work and state whether each is a good or bad behavior. Have students brainstorm some of the possible results of both good and bad behavior.

Discuss the subjects of: alcohol and drugs at work; appropriate sexual behavior at work; and, sexual harrassment.

Break

Dealing with Feelings (see Personal Skills: Dealing with Feelings)

Discuss the problems caused at work by moodiness, depression, anger, and anxiety and discuss strategies for dealing with these feelings. If students are unfamiliar with relaxation techniques such as deep breathing, muscle tensing and relaxation, and imagining a faraway place, take time to teach these; if students are familiar with them, review the strategies briefly.

Wrap-up

Ask students to practise the relaxation strategies before the next class and to report back which ones they found most effective.

Have each student tell the group one new thing they learned in class today.

Class Seventeen

Review of Previous Class

Briefly review appropriate and inappropriate behaviors at work. Have students brainstorm a list of strategies for dealing with feelings of moodiness, depression, anger, and anxiety.

Ask students to report on which relaxation strategy they found to be most effective.

General Review

Review any material in the course that the students, the supervisor, or you feel needs to be practised.

Wrap-up

Remind students that this was the last class, and give each student a notice showing the time and place for his or her report meeting.

Learning Contract Report

NAME: Jan Smy

REFERRING AGENCY: The Southwest Society for People with a Mental Handicap

LOCATION OF TRAINING	START DATE	END DATE	TOTAL HOURS
Classroom	Oct. 30	Dec. 6	30/36
Bus	Nov. 1	Nov. 6	8/8
Centreville Tax Centre	Nov. 12	Nov. 29	60/60

LONG-TERM GOAL: Employment as a Paper Sorter at Centerville Tax Centre

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SHORT-TERM GOAL #1: Classroom Behavior

Performance Objective: While in class, Jan will display adult behavior independently on 4 consecutive opportunities. - ACHIEVED.

SHORT-TERM GOAL #2: Cafeteria Procedure

Performance Objectives: While in the cafeteria, Jan will

- follow line-up procedure - Jan independently performed this task on 2/2 opportunities.
- pay for meal appropriately - Jan demonstrated this skill on the one opportunity she had. She was given a verbal prompt to carry a change purse instead of a plastic bag for her coffee money.

independently on 4 consecutive opportunities.

SHORT-TERM GOAL #3: Grooming and Hygiene

Performance Objectives: While coming to class, Jan will

- appear rested and awake - ACHIEVED.
- attend to nasal hygiene when necessary - No opportunity.
- have appropriate oral hygiene - Jan independently did this task on 3/4 opportunities. She did not perform it on the fourth opportunity.
- keep her hair clean - ACHIEVED.
- keep her hair tidy - Jan independently did this task on 3/4 opportunities. She required a verbal prompt to comb her hair on the fourth opportunity.

SHORT-TERM GOAL #3: Grooming and Hygiene, Cont'd

- carry a comb - ACHIEVED.
- keep her fingernails clean/trimmed - On 3/4 opportunities, Jan independently did the task. For the remainder of the opportunities, (4) she did not perform this objective.
- wear clean clothing - ACHIEVED.
- wear clothing suitable for situation - ACHIEVED.

independently on 4 consecutive opportunities.

SHORT-TERM GOAL #4: Conversation Skills

Performance Objective: While in class, Jan will carry on conversation with instructor/peers independently on 4 consecutive opportunities - Jan required a verbal prompt on the fourth opportunity.

SHORT-TERM GOAL #5: Pay Phone Skills

Performance Objectives: When Jan needs to phone someone from a pay phone, she will follow pay phone procedures independently on 5 consecutive opportunities. - Jan can independently locate the pay phone, deposit the quarter, and dial the phone number. She is also independent when there is a busy signal or wrong number. Jan required one verbal prompt to put the receiver to her ear so that she could identify the dial tone before depositing the quarter. Jan needed 2/5 verbal prompts to speak with appropriate volume/tone and end call appropriately.

SHORT-TERM GOAL #6: Asking/Following Directions

Performance Objective: During role-play situations in the community and classroom, Jan will safely follow lost procedures independently on 5 consecutive opportunities. - Jan is able to identify when and whom to ask for directions. Once given the directions, she was able to follow them. Jan independently asked politely twice; the remaining opportunities she required a verbal prompt to say "excuse me" and "thank you." Jan is unable to describe the differences between various relationships.

SHORT-TERM GOAL #7: Work Routines

Performance Objectives: While working at Centreville Tax Centre, Jan will

- be punctual - ACHIEVED.

SHORT-TERM GOAL #7: Work Routines, Cont'd

- follow work related routines - Jan was able to independently approach her supervisor with appropriate requests and remain at the workplace. Jan required verbal prompting to work through routine distraction, demonstrate minimal work stoppage due to sudden noise or unusual distractions, work continuously, and was unable to work without direction.

independently on 4 consecutive opportunities.

SHORT-TERM GOAL #8: Work Habits and Behaviors

Performance Objectives: While working at Centreville Tax Centre, Jan will

- demonstrate adaptability to the job and work site - Jan independently adapts to job changes and to new situations. Jan required a verbal prompt to demonstrate willingness to attempt new tasks and to adapt her pace to meet production needs.
- display good work attitude - ACHIEVED.
- display good job communication skills - ACHIEVED.
- demonstrate accurate job skills - ACHIEVED.
- meet production and speed required for the job - Jan required verbal prompting to increase speed with experience on 6/8 of the training days. To increase production, Jan required verbal prompting 5/8 of the opportunities. She required verbal prompting on 4/8 of the opportunities to maintain work level until breaks or end of workday. For the remainder of the opportunities, she performed independently.

independently on 4 consecutive opportunities.

SHORT-TERM GOAL #9: Street Crossing

Performance Objectives: While walking to work from the bus stop, Jan will

- cross streets controlled by lights - ACHIEVED.
- cross streets that are not controlled by lights - ACHIEVED.

independently on 5 consecutive opportunities.

SHORT-TERM GOAL #10: Travel - Bus

Performance Objectives: When using the bus to travel to work from home, Jan will

- carry and use necessary personal belongings - Jan carries her wallet, pocket money, and a telephone information card. She does not carry BCID or any medical information regarding her epilepsy. Jan's BCID is on order.
- follow bussing procedure and rules - ACHIEVED.

independently on 5 consecutive opportunities.

SHORT-TERM GOAL #11: Operational Skills

# Training Days: 3 - 18 hrs; # Stabilization Days: 7 - 42 hrs

Performance Objectives: While working at Centreville Tax Centre, Jan will

- identify types of paper - ACHIEVED - Jan required one day of training for each type of paper.
- sort one type of paper as assigned - Jan was able to independently find her place on the line and pick up the correct piece of paper. She required verbal prompts to put it in the correct mono on 6/9 opportunities.
- correctly separate types of paper - Jan independently separated newsprint bundles. Jan required verbal prompting to separate other types of bundles made of two types of paper.
- leave mail and postcards on the line - ACHIEVED.
- remove specified objects from the line - ACHIEVED.
- identify machinery and equipment - Jan is able to independently identify the bail, lift, belt, and motor. She required a verbal prompt to identify the mono.
- demonstrate work area safety rules - ACHIEVED.

independently on 4 consecutive opportunities.

SUMMARY:

Jan achieved 17/34 of the skills. She did not have enough opportunities to achieve 4 of the skills. Jan was absent for 3 of the classes. Jan was on time for class and participated actively. She is able to travel independently to work from home. During one of the days of bus training, the bus passed by Jan because it was full; she remained calm and continued to wait for the next bus. She attended each day of on-site training and said that she enjoyed the job.

RECOMMENDATIONS:

- Jan apply for any future enclave position that interests her.
- Jan carry a change purse.
- Jan carry medical information regarding her epilepsy -- either a card or a medic alert tag.
- Jan take a course on Human Awareness to increase her awareness of different relationships.
- Jan take a course on Social Skills so that she can practise asking directions and phoning politely.

STUDENT: ______________________________

REFERRING AGENCY: ______________________________

PROGRAM ASSISTANT: ______________________________

PROGRAM SUPERVISOR: ______________________________

Training Strategy Sheet

Jan Smy

Behavior

If Jan was beginning to speak loudly and/or slam her fist on furniture, the trainer would not speak about the specific behavior but would say, "I'm having a hard time understanding, let's talk later." The trainer would then redirect Jan back to the original activity.

If Jan would not calm easily, the trainer would deal with this effectively by giving her a firm verbal prompt: "I don't have time for this; we can talk later!" This would allow her time to calm down, which she would do, sometimes very quickly. When she was calm, the trainer would acknowledge this with verbal reinforcement and then help Jan to identify the problems.

Bussing

Jan remembers by repeating information to herself. So, when Jan was required to remember something about taking the bus (e.g., the bus number), she was told to "tell yourself #152."

Jan is able to identify colors but is unable to read. She was told to pull the cord on the bus when she could see the white sign with red letters.

If Jan looked at the ground while crossing the street, she was told: "head up and look around." This cued her to look up at the light and to watch the cars while she crossed the street.

PART IV

RESOURCES

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In addition, the works of Lou Brown, Tom Bellamy, Marc Gold, and Paul Wehman have contributed greatly to the development of the materials in this book.

Appendix A: General Service Plan

A General Service Plan is the product of a General Service Plan meeting. It deals with an individual's service needs in ten major areas that constitute his or her total living environment.

1. Place to Live - the temporary and/or permanent residence of the individual.

2. Education - the facility and/or service where the individual receives a skill development program.

3. Vocational - includes work assessment, work training, and employment.

4. Leisure Time - time available to the individual to do as he or she pleases.

5. Advocacy and Personal Support - systems or people who are available to assist or support the individual with personal and/or emotional concerns. This area includes family and parental involvement.

6. Medical - people and services that provide diagnosis, assessment, and treatment plans relating to health needs.

7. Financial - the amount of money required by the individual and/or his or her family, the means by which that money is acquired, and how the money is used.

8. Legal - lawyers, legal counselling, or assistance with court appearances; guardianship and trustee concerns; wills.

9. Community Access - ability to get to and use community resources.

10. Individual Program Planning - the identification of teaching programs needed to maximize the individual's development.

A General Service Plan meeting is convened to develop a written General Service Plan. It must be attended by the individual concerned and should be attended by the family involved and representatives of agencies and/or services that have had, are having, or may have contact with the individual and/or the family. As well, an advocate for the individual may be in attendance. No person is invited to the meeting if serious objection to their presence is raised by the individual or the family (in the case of a child). The meeting is facilitated by the individual's Planning Coordinator and generally occurs once a year.

The purpose of the meeting is to provide a forum for discussion with the individual concerned about his or her preferences in the ten service areas listed, to establish a plan and a commitment from a specific person to obtain them wherever possible, and to document service gaps where they exist. The final document:

- describes the preferred service/environment for each service area;
- lists the services/environments available at present;
- identifies the gaps between the two;
- designates the person responsible for obtaining the agreed-upon service(s);
- establishes a proposed date by which the service(s) will be obtained;
- identifies the person responsible for program implementation once the service has been obtained;
- suggests the next major step in the area (if the individual is looking toward something beyond what he or she wants now); and
- designates dates for proposed reviews of the individual's needs in each area, as well as a proposed date for review of the entire General Service Plan.

Enquiries about the implementation of General Service Planning can be directed to:

Janice Griffiths,
Planning Coordinator,
Simon Fraser Society for Mentally Handicapped People,
827 Carnarvon Street,
New Westminster, B. C.
V3M 1E9

Appendix B: Strategy Sheet Questionnaire

Communication

1. Does the person respond to sign language? Which signs?

2. Does the person respond to Blissymbols? Which symbols?

3. Does the person respond to verbal communication? If so, to what extent? If only a few words, list the words.

4. Does the person respond to gestures? Which ones?

5. Which combinations of the above are most effective with this person?

6. What tone and/or level of voice is most effective?

7. Do any particular noises or prompts upset this person?

8. Does this person use any sign language? Which signs are used most? Does he or she use signs that are preculiar to him or her?

9. Does this person use Blissymbols? Which symbols are used most? Are any of the symbols peculiar to him or her?

10. Does this person communicate verbally? To what extent? Are there any inappropriate verbalizations? How do you respond to them?

11. Does this person use gestures? To what extent? Are there any inappropriate ones? How do you respond to them?

12. Does this person use any combination of the above?

13. Does this person give eye contact? If not, how do you respond?

Work

14. Does this person work continuously? If not, what procedure is followed?

15. What type of reinforcement is most effective? How often is it given? What motivators are used?

Work, Cont'd

16. Does this person ever leave the work area at inappropriate times? If so, describe the procedure to be followed.

17. Does this person ever damage work? If so, describe the procedure to be followed. Is there a particular kind of work that is more likely to be damaged?

18. Is this person ever removed from the work area? If yes, describe procedure followed.

19. Does this person have a dominant side?

20. Does this person use any aids or props? (e.g., a footrest)

21. What is the best position for a trainer to use when working with this person?

22. Can this person be left alone for short periods of time? Long periods of time?

23. What is the most effective way to teach this person a new task? (e.g., model and explain, model and hand-over-hand)

24. Is there a procedure to be followed in introducing a change?

25. What type of work does this person do best?

26. What types of work are inappropriate for this person?

Behavior

27. List any behaviors that interfere with work and the procedures that are used to deal with them.

Breaks/Lunch

28. Does the person go to and from the break area independently? If not, what is the procedure?

29. Does the person get his or her own drink/food independently? If not, what is the procedure?

30. Can the person be left alone in the break area? If not, what provisions are made?

Breaks/Lunch, Cont'd

31. Does this person eat/drink independently? If not, what help is needed?

32. Does this person clean up independently? If not, what is the procedure?

Interpersonal Skills

33. Does this person interact with others appropriately? If not, what procedure is used?

34. Is this person actively encouraged to interact with others? If so, what is the procedure?

Arrival and Departure

35. Does this person use a locker independently? If not, what help is needed?

36. Does this person find his or her own place in the work area independently? If not, what is the procedure?

37. Does this person independently leave the work area on schedule? If not, what is the procedure?

Washroom Use

38. Does this person indicate a need to use the washroom? If not, how often is he or she asked? Explain the procedure.

39. Does this person use the washroom independently? If not, what help is needed?

40. Does this person attend to menstrual hygiene independently? If not, what help is needed?

General Information

41. Does this person have any health problems? (vision, hearing, seizures, etc.) If so, list and explain any special procedures to be followed.

Appendix C: Instructional Artwork

The artwork on the following pages can be used either to supplement skill development in the classroom or to encourage non-readers to understand concepts and behaviours. Some illustrations are to be used with specific strategies while others can be used as needed. Illustrations have been identified by Skill Area and by the Skill Set they relate to (e.g., Human Awareness: Public vs. Private Places).

These are only a few examples of the types of illustrations that can be used. Trainers are encouraged to develop more illustrations as needed, using their own ideas or student suggestions to facilitate skill development in non-readers.

CLASS PARTICIPATION SKILLS

Classroom Behavior

Attendance:

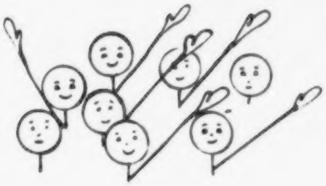
12
1
2
3
4
5
6
7
8
9
10
11

- arrive on time for class

- attend class as scheduled

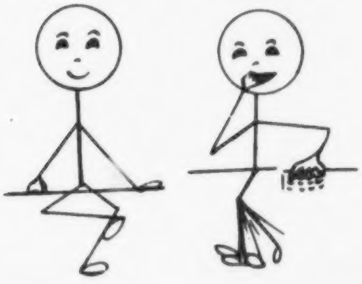
- inform the instructor re: absence from class
- inform the instructor re: lateness to class

Participation:

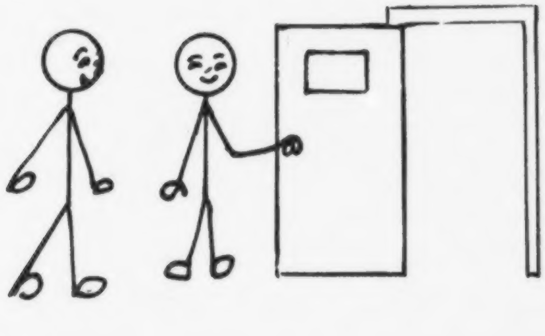


- vote on group decisions

General Behavior:



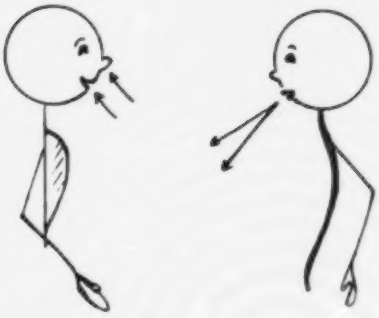
- control distracting habits



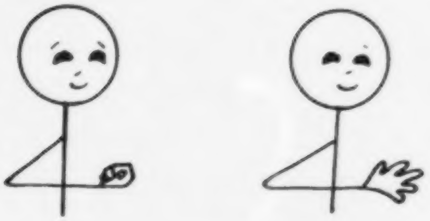
- show respect for others

Dealing with Feelings

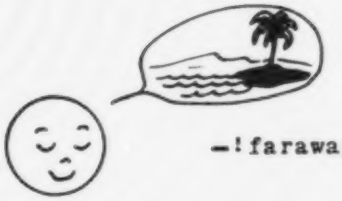
- demonstrate relaxation techniques:



- deep breathing

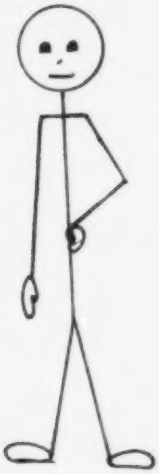


- deep muscle relaxation

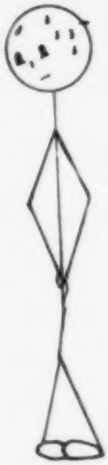


-'faraway places'

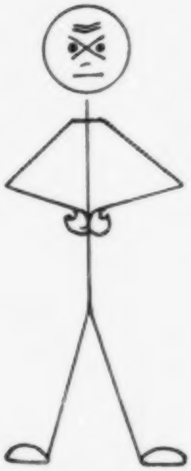
- describe three kinds of behavior:



ASSERTIVE



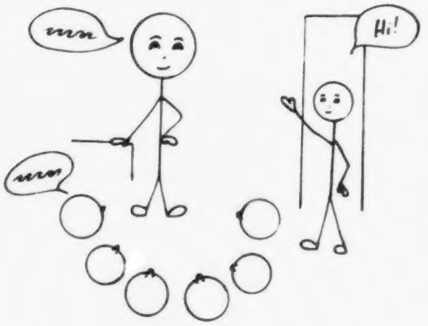
PASSIVE



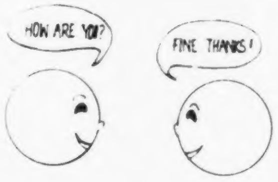
AGGRESSIVE

SOCIAL SKILLS

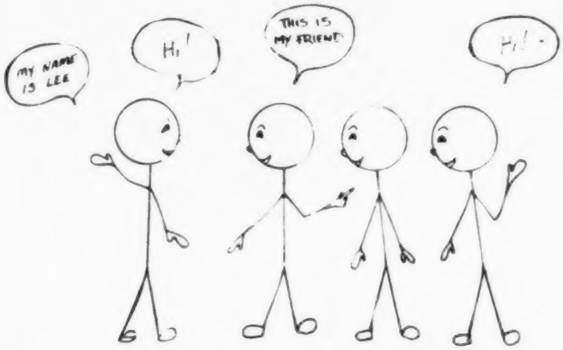
Greetings and Introductions



- greet instructor
- greet peers

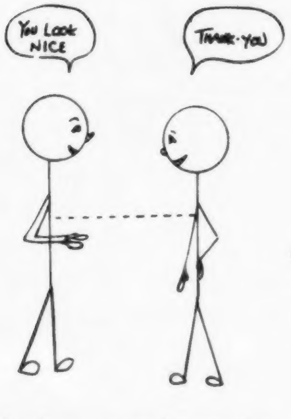

HOW ARE YOU?
FINE THANKS!

- respond to greeting question
- initiate greeting question


MY NAME IS LEE
Hi!
THIS IS MY FRIEND
Hi!

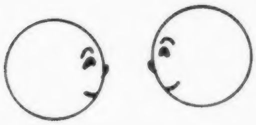
- introduce himself or herself using first and last name
- introduce others

Compliments


YOU LOOK NICE
THANK-YOU

- acknowledge compliments
- give compliments to peers or instructor when appropriate

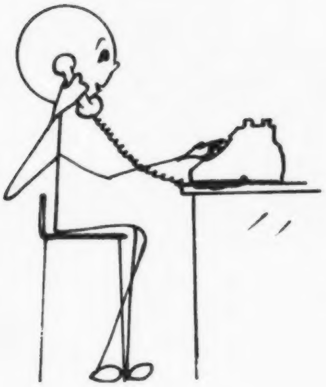
Conversation Skills



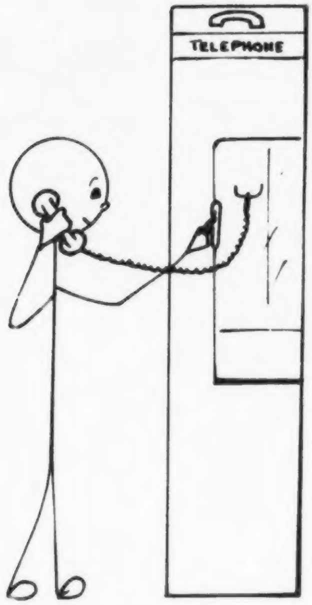
- maintain eye contact

- maintain an appropriate social distance during conversations

Telephone Skills



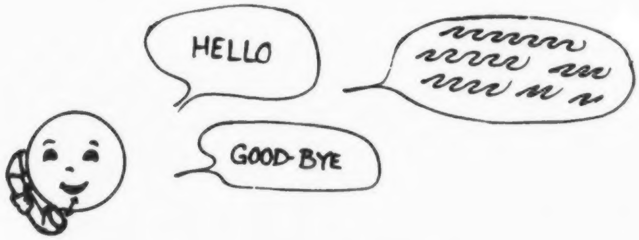
- place a call on a residential telephone



- place a call on a pay phone

CANADA
1985

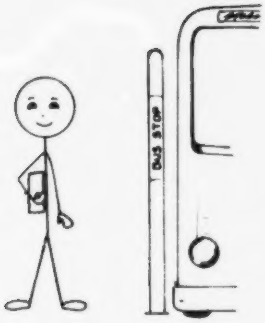
- carry $ .25 for an emergency call on a pay phone


HELLO
GOOD-BYE

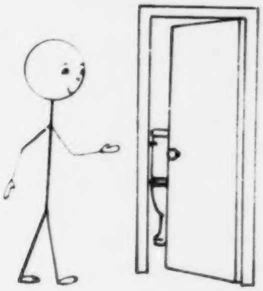
- hold receiver at an appropriate distance
- use a conversational level/tone of voice
- answer with appropriate greeting
- end call appropriately

HUMAN AWARENESS SKILLS

Public vs. Private Places

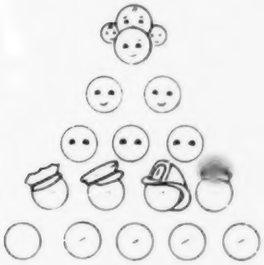


- identify or name a public place
- describe a public place



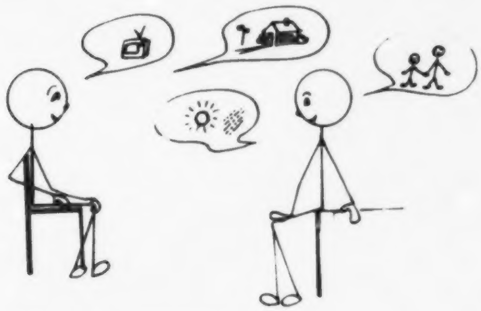
- identify or name a private place
- describe a private place

Relationships



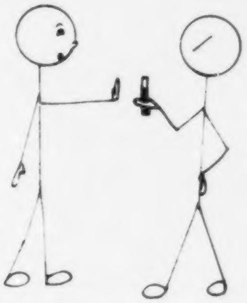
- describe relationship to:
  - family
  - friend
  - acquaintance
  - stranger
  - safe stranger
- explain the development of a relationship from:
  - 'stranger' to 'acquaintance'
  - 'acquaintance' to 'friend'

Personal vs. General Information



- explain the meaning of 'personal information'
- identify personal information
- explain the meaning of 'private information'
- identify private information

Community Interactions



- explain potential risks in the community
- explain safety measures to take while:
  - in the community
  - at home
- respond in a safe manner to risk situations while interacting with others in the community